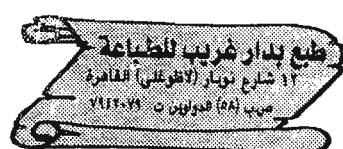
العـــربيـــة بالـــراديو
ARABIC BY RADIO
الكتاب الثانى
جـ ١ و ٢ إنجليزى
Lessons 52 - 79
الدروس ٥٢ – ٧٩
1 - 2
Book Two
THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

اَلْعَـــرَبِيَّـةُ بِالـــرَّادْيُو

ARABIC BY RADIO

BOOK TWO - PART 1

القـــاهرة

Cairo

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ألف هذا الكتاب بالعربية :

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مقدمة الكتاب الثانى

تعلمت فى الكتاب الأول طرفاً من أساليب اللغة العربية، وألممت ببعض مفرداتها ، ولاحظت أننا توخينا فيما عرضناه عليك من أساليب ومفردات أنها مما يجرى على ألسنة المتعلمين من العرب فى حياتهم اليومية . وكان غرضنا من هذا الكتاب أن نقدم إليك صورة عامة للغة العربية الحديثة ، فلم نخض فى التفاصيل النحوية ، ولم نورد من المفردات إلا ما هو سهل اللفظ قريب المعنى ؛ ذلك لأن هدفنا هو أن نساعدك على التمكن من فهم العربية السهلة إذا قرأتها مكتوبة أو سمعتها ملفوظة ، وأن نعينك على كتابة بعض الألفاظ والأساليب الشائعة الاستعمال فى الحياة اليومية .

والآن نريد فى هذا الكتاب بأجزائه الأربعة * أن نعرض عليك القواعد النحوية الأساسية للغة العربية فى نسق متصل ومنهج متماسك ، وأن نزيد ثروتك اللغوية زيادة كبيرة ، فتتمكن من التعمق فى فهم العربية ومن كتابة بعض الجمل العربية المركبة . وفى سبيل هذه الغاية راعينا أن تكون الدروس متنوعة الموضوعات حتى يكون هناك مجال فسيح للمفردات اللغوية ، ولكن دون أن نبتعد عن شئون الحياة اليومية . وفى سبيل هذه الغاية أيضاً راعينا أن يخصص كل درس لدراسة موضوع نحوى معين ؛ وذلك فى نطاق منهج نحوى عام وضعناه منذ البداية ، فيكون كل درس مكملا للدرس السابق وممهداً للدرس اللاحق .

ونحب أن نلفت نظرك إلى أننا قسمنا كل درس إلى ثلاثة أجزاء : مادة القراءة ، والملاحظات النحوية ، والتمرينات . وموضوع مادة القراءة هو عنوان الدرس ، وتجده دائماً فى رأس كل درس . وقد راعينا فى مادة القراءة هذه البساطة والسهولة والقصد المباشر إلى القاعدة النحوية التى نريدها من الدرس . وهذه القاعدة النحوية هى مادة الملاحظات النحوية التى تأتى عقب ذلك . ومنهجنا فى هذه الملاحظات النحوية هو أن نورد بعض الأمثلة من مادة القراءة ، ثم نبين ما تنطوى عليه من قواعد نحوية . وقد أردنا أن تلم ببعض الإلمام بالمصطلحات النحوية العربية ؛ ولذلك أوردنا منها ما نعتقد أنه نافع لك فى هذه المرحلة. وتأتى التمرينات فى آخر الدرس، وهى مستقاة أولا من مادة القراءة الخاصة بالدرس، ثم من الدروس التى مرت بك فى الكتاب الأول؛ ولهذا أحلناك فى بعض هذه التمرينات إلى دروس معينة فى الكتاب الأول لترجع إليها .

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* يبدأ هذا الكتاب بالدرس الثانى والخميس، لأنه استكمال للكتاب الأول.

وقد التزمنا فى هذا الكتاب ضبط كل كلمة ضبطاً كاملا (سواء أكانت فى مادة القواعد أم فى الملاحظات النحوية أم فى التمرينات) . أما الكتابة الصوتية فقد التزمناها فى مادة القراءة فقط ، وأسقطناها فى الملاحظات النحوية والتمرينات لأنها تشتمل على ألفاظ مرت بك فعلا إما فى الدرس نفسه وإما فى الكتاب الأول ، فلا حاجة بك إلى الكتابة الصوتية الخاصة بها . هذا إلى أننا نريد أن تعتاد قراءة الكلمات العربية مستعينا بالحركات وحدها دون أن تعتمد على الكتابة الصوتية ؛ فالحركات العربية كفيلة بأن ترشدك إلى النطق الصحيح . ولا تنس أن الاستماع الدقيق إلى المذيع العربى ، والتدريب على محاكاته هما خير سبيل إلى القراءة الصحيحة ، والنطق السليم .

ولهذا رأينا أن نسقط الكتابة الصوتية من الجزءين الثالث والرابع ، مكتفين بضبط كل كلمة ضبطاً كاملا . وقد ساعدناك بالكتابة الصوتية فى ستة أجزاء كاملة (الأجزاء الأربعة التى يتكون منها الكتاب الأول . والجزءان الأول والثانى من الكتاب الحالى) ، وعليك فى الجزءين الباقيين (الجزءين الثالث والرابع من الكتاب الحالى) أن تعتمد على نفسك فى قراءة الكلمات العربية مستعيناً بالحركات وبأداء المذيع العربى .

وتجد فى أول كل جزء من أجزاء هذا الكتاب فهرساً يشتمل على رقم الدرس ، ورقم صفحته ، وعنوانه ، والموضوع النحوى الذى يتناوله . وفى آخر كل جزء قاموس أبجدى للكلمات الجديدة التى وردت فيه مع الترجمة الإنجليزية لكل كلمة . وقد ضبطنا كل كلمة من هذه الكلمات ضبطاً كاملا ، فأغنيناك عن كتابتها الصوتية . وستلاحظ أننا أوردنا الأسماء وهى فى حالة الرفع إلا إذا كانت مثناة أو مجموعة جمع مذكر سالماً فقد أثبتناها بصورها التى وردت فعلا فى الدروس . والتزمنا إسقاط أداة التعريف إلا فى الحالات التى تتغير فيها صورة الكلمة عند حذف أداة التعريف منها .

والله ولى التوفيق .

INTRODUCTION

In *Book One* you were shown some patterns of the Arabic language and given some of its vocabulary. These patterns and words were selected from those used by educated Arabs in their daily life.

Since the ultimate aim of *Book One* was to give you a general picture of modern classical Arabic, the authors did not indulge in grammatical details and gave only those words thought to be relatively easy in pronunciation and meaning. Their intention was to help you acquire the ability to pronounce, read and write common Arabic expressions and sentences.

The aim of *Book Two*, with its four parts*, however, is to give you the essential rules of Arabic grammar in a coherent system and to enrich your vocabulary, so that you may be able to understand Arabic more deeply and write more complex sentences. To fulfil this aim, the authors have made the lessons varied enough to help you accumulate as many words as possible but without departing from everyday situations. Furthermore, each lesson is based on a specific grammatical subject which constitutes an integral part of the general grammar syllabus set in advance; thus, each lesson complements the lesson preceding it and prepares for the one following it.

Each lesson is divided into three parts: reading material, grammatical notes, and exercises. The subject of the reading material is always indicated by the title at the top of each lesson. The reading material is lucid and simple and directly serves the grammatical subject dealt with. The reading material is followed by grammatical notes which explain the pertinent grammatical rules. The grammatical notes are based on examples selected from the reading material. As the authors of the book wish you to know a number of Arabic grammatical terms, they have mentioned those which are thought to be useful to you at this stage. The grammatical notes are followed by exercises based, first of all, on the reading material of the lesson concerned and, secondly, on previous lessons in *Book One* to which you are occasionally referred.

The authors would like to draw your attention to the fact that each word, be it in the reading material, in the grammatical notes or in the exercises, is given with complete diacritical marks (*i.e.* marks placed above or below the letters to indicate pronunciation). The use of phonetic transcription has been limited to the reading material, since the words used in the grammatical notes and the exercises have previously been transcribed. It is desirable that you should eventually get into the habit of reading Arabic with the help of diacritical marks alone. It must be noted, in this respect, that Arabic diacritics are clear and precise and, if closely observed, will lead you to accurate pronunciation. It must also be noted that careful listening to the announcer is the best way towards accurate pronunciation and correct reading.

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* This book begins with lesson 52, being a continuation of *Book One* which ends with lesson 51.

The authors, therefore, thought it sound to drop the use of phonetic transcription in the third and fourth parts of this book, so that you may depend entirely on the complete diacritical marks carried by each word. You have been given the help of phonetic transcription in six complete parts (*viz.* the four parts of *Book One*, and the first and second parts of *Book Two*). In reading the language material contained in the third and fourth parts of this book, you will have to rely entirely upon the oral model given by the announcer and the diacritical marks reflecting it.

Each of the four parts of this book begins with a table of contents showing the number of each lesson, the number of the page on which it begins, its title and its grammatical subject. Each part ends with an alphabetical glossary of the words occurring in it; each Arabic word has complete diacritical marks and is accompanied by its English equivalent. Nouns are generally listed in the nominative case; duals and sound masculine plurals, however, are listed in the case they actually assume in the pertinent lessons. The definite article « ال » is not indicated except in those words which change form when the article is not prefixed to them.

اَلرُّمُوزُ الصَّوْتِيَّةُ

SOUND · SYMBOLS

الهمزة	ʔ	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ð̣
ث	θ	ع	ʕ
ج	j	غ	g
ح	ħ	ف	f
خ	x	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	š	و	w
ص	ṣ	ى	y

	absence of vowel	السكون	ـْـ
short « *a* »	a	الفتحة	ـَـ
long « *a* »	aa	الفتحة الطويلة	ـَا
ʔ followed by long « *a* »	ʔaa	(الهمزة محركة بفتحة طويلة)	آ
short « *i* »	i	الكسرة	ـِـ
long « *i* »	ii	الكسرة الطويلة	ـِيـ
short « *u* »	u	الضمة	ـُـ
long « *u* »	uu	الضمة الطويلة	ـُو
« *a* » with nunation	an	الفتحة مع التنوين	ـًا
« *i* » with nunation	in	الكسرة مع التنوين	ـٍ
« *u* » with nunation	un	الضمة مع التنوين	ـٌ
doubling with « *a* »		الشدة مع الفتحة	ـَّـ
doubling with « *i* »		الشدة مع الكسرة	ـِّـ
doubling with « *u* »		الشدة مع الضمة	ـُّـ
doubling with « *an* »		الشدة مع الفتحة والتنوين	ـًّا
doubling with « *in* »		الشدة مع الكسرة والتنوين	ـٍّ
doubling with « *un* »		الشدة مع الضمة والتنوين	ـٌّ

الكتاب الثانى

الجزء الأول

فهرس

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٥٣	٨	تعلّم النطق الصحيح	تقسيم الفعل إلى ماضٍ ومضارع وأمر
٥٤	١٣	وسائل المواصلات	تقسيم الاسم إلى مذكر ومؤنث
٥٥	١٩	الصحف	(تابع) تقسيم الاسم إلى مذكر ومؤنث
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٦١	٥٨	العمل	ضمائر الرفع المنفصلة
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BOOK TWO - PART ONE

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54	13	*Means of communication*	Classification of nouns into masculine and feminine
55	19	*Newspapers*	Classification of nouns into masouline and feminine *(continued)*
56	27	*The policeman*	Kinds of plurals
57	33	*A football match*	The dual
58	38	*Helwan*	Revision
59	45	*The University*	Classification of nouns into definite and indefinite
60	51	*The Pyramids of Guiza*	Proper nouns and nouns defined by ال
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Area	G.M.T	Local Time	Short Wave Lengths	REMARKS
1 - South & South East Asia	13.10		S. W. L.	Lessons are broadcast as follows :
Pakistan		18.10	16 Ms	First Stage : on Sundays
Bangladesh		19.10	or 17595	and Tuesdays
Sri Lanka		18.40	KH/Z	Second Stage : On Mondays
India Standard Time		18.40		and Wednesdays
Singapore & Malaysia		21.10		
Philippines		21.10		Third Stage : On Thursdays
2 - East Central & South Africa	18.07		S.W.L. 19.Ms	and Saturdays
Central & South Africa		20.07	or 15255	A fifteen-minute programme
East Africa		21.07	KH/Z	is broadcast on Fridays
3 - Nigeria & West Africa	21.00		S.W.L	replying listeners'
			19 Ms	questions and queries and
Ghana & Sierra Leone		21.00	or 15375	commenting on their
Nigeria		22.00	KH/Z	letters.

Dear Listener

You are kindly requested, as a registered member of our course « Arabic by Radio»' to adhere to the following instructions : —

1 - You have to quote down your file number in all your future correspondence with us

2 - If you change your permenent address, yon are urged to let us know your new address as soon as possible in order to ensure delivery of our letters and publications to you .

3 - Answering the test papers is absolutely essential in order to continue the Course. Hence you have to answer the questions in the test papers sent to you for each stage & send them back in due time i. e two months after the completion of the lessons of each stage on air .

Those who fail to send back their test papers duly completed to our office in due time will be dropped from the list of our registered members thus terminating their membership. However those who are unable to answer the test paper must inform us of their difficulties before expiry of the deadline for accepting the test papers concerned. Learning can surely be achieved through trial and error.

اَلدَّرْسُ الثَّانِي والْخَمْسُونَ

ʔaddarsu θθaanii walxamsuuna
Lesson Fifty Two

نَحْنُ نَسْتَمِعُ وَنَتَعَلَّمُ

naħnu nastamiʕu wanataʕallamu
We Listen (in) and Learn.

أَحْضَرَ مَاجِدٌ كِتَابَهُ ،

ʔaħḍara maajidun kitaabahu
Maged brought his book,

وَجَلَسَ إِلَى مَكْتَبِهِ .

wajalasa ʔilaa maktabihi
and sat at his desk.

وَ أَحْضَرَتْ فَاطِمَةُ كِتَابَهَا ،

waʔaħḍarat faaṭimatu kitaabahaa
And Fatimah brought her book,

وَجَلَسَتْ إِلَى مَكْتَبِهَا .

wajalasat ʔilaa maktabihaa
and sat at her desk.

فَتَحَ مَاجِدٌ كِتَابَهُ ،

fataha maajidun kitaabahu
Maged opened his book,

وَفَتَحَتْ فَاطِمَةُ كِتَابَهَا .

wafatahat faaṭimatu kitaabahaa
and Fatimah opened her book.

حَانَ مَوْعِدُ الدَّرْسِ .

ħaana mawʕidu⁀ddarsi
It's time for the lesson.

مَاجِدٌ يَسْتَمِعُ إِلَى الرَّادْيُو ،

maajidun yastamiʕu ʔila⁀rraadyoo
Maged listens to the radio,

وَفَاطِمَةُ تَسْتَمِعُ إِلَى الرَّادْيُو .

wafaaṭimatu tastamiʕu ʔila⁀rraadyoo
and Fatimah listens to the radio.

اَلْمُعَلِّمُ يَنْطِقُ كَلِمَةً جَدِيدَةً ،

ʔalmuʕallimu yanṭiqu kalimatan jadiidatan
The teacher pronounces a new word,

وَمَاجِدٌ يَنْطِقُ وَرَاءَهُ ،

wamaajidun yanṭiqu waraaʔahu
and Maged repeats after him,

وَفَاطِمَةُ تَنْطِقُ وَرَاءَهُ .

wafaaṭimatu tanṭiqu waraaʔahu
and Fatimah repeats after him.

اَلْمُعَلِّمُ يَقْرَأُ جُمْلَةً جَدِيدَةً ،

ʔalmuʕallimu yaqraʔu jumlatan jadiidatan
The teacher reads a new sentence,

وَمَاجِدٌ يَقْرَأُ وَرَاءَهُ ،

wamaajidun yaqraʔu waraaʔahu
and Maged reads after him.

وَفَاطِمَةُ تَقْرَأُ وَرَاءَهُ .

wafaaṭimatu taqraʔu waraaʔahu
and Fatimah reads after him.

تَقَدَّمَ الْمُعَلِّمُ فِى الدَّرْسِ .

taqaddama⁀lmuʕallimu fi⁀ddarsi
The teacher went on in the lesson.

نَطَقَ ، وَشَرَحَ ، وَقَرَأَ .

naṭaqa wašaraħa waqaraʔa
He pronounced, explained and read.

نَطَقَ الْكَلِمَاتِ الْجَدِيدَةَ ، وَشَرَحَ مَعْنَاهَا ، وَقَرَأَ الْجُمَلَ .

naṭaqa⁀lkalimaati⁀ljadiidata wašaraħa maʕnaahaa waqaraʔa⁀ljumala
He pronounced the new words, explained their meanings and read the sentences.

وَاسْتَمَعَ مَاجِدٌ ، وَنَطَقَ ، وَقَرَأَ .

wastamaʕa maajidun wanaṭaqa waqaraʔa
And Maged listened, pronounced and read.

وَاسْتَمَعَتْ فَاطِمَةُ ، وَنَطَقَتْ ، وَقَرَأَتْ .

wastamaʕat faaṭimatu wanaṭaqat waqaraʔat
And Fatimah listened, pronounced and read.

ثُمَّ انْتَهَى الدَّرْسُ .

θumma⁀ntaha⁀ddarsu
Then the lesson came to an end.

رَاجَعَ مَاجِدٌ الدَّرْسَ .

raajaʕa maajidunu⁀ddarsa
Maged revised the lesson.

نَظَرَ فِى الْكِتَابِ وَقَرَأَ الْجُمَلَ

naðara fi⁀lkitaabi waqaraʔa⁀ljumala
He looked in the book and read the sentences.

ثُمَّ أَخَذَ الْقَلَمَ وَكَتَبَ التَّمْرِينَاتِ .

θumma ʔaxaðaˆlqalama wakatabaˆttamriinaati
Then he took the pencil and wrote the exercises.

ثُمَّ نَادَى فَاطِمَةَ وَقَالَ :

θumma naadaa faaṭimata waqaala
Then he called Fatimah and said (to her),

أَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَات .

ʔanaa raajaʕtuˆddarsa wakatabtuˆttamriinaati
" I have revised the lesson and written the exercises."

وَقَالَتْ فَاطِمَةُ :

waqaalat faaṭimatu
And Fatimah said,

وَأَنَا رَاجَعْتُ الدَّرْسَ وَكَتَبْتُ التَّمْرِينَات .

waʔanaa raajaʕtuˆddarsa wakatabtuˆttamriinaati
"And I have revised the lesson and written the exercises.

أَنْتَ تَسْتَمِعُ إِلَى الرَّادْيُو وَتَتَعَلَّمُ .

ʔanta tastamiʕu ʔilaˆrraadyoo watataʕallamu
You listen to the radio and learn.

وَأَنَا أَسْتَمِعُ إِلَى الرَّادْيُو وَأَتَعَلَّمُ .

waʔanaa ʔastamiʕu ʔilaˆrraadyoo waʔataʕallamu
And I listen to the radio and learn.

نَحْنُ نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

naḥnu nataʕallamuˆllugataˆlʕarabiyyata minaˆrraadyoo
We learn the Arabic Language by radio."

GRAMMATICAL NOTES — اَلْمُلاحَظَاتُ النَّحْوِيَّةُ

Read the following words:

faatimatu	فَاطِمَةُ	maajidun	مَاجِدٌ
ʔalkitaabu	اَلْكِتَابُ	kitaabun	كِتَابٌ
ʔaddarsu	اَلدَّرْسُ	darsun	دَرْسٌ

Note that each of these words denotes a person or a thing and is called a NOUN « اِسْمٌ ».

Note also that, in Arabic, a noun is identified by the suffix « nunation » or the prefix « ʔal ». Nunation occurs at the end of a noun and indicates that it is indefinite. « ʔal » (the definite article) occurs at the beginning of a noun and indicates that it is definite.

Note that in the word ʔaddarsu اَلدَّرْسُ the definite article ʔal occurs in its assimilated form.

Read the following words: اِقْرَأْ الْكَلِمَاتِ الآتِيَةَ :

fataħa	فَتَحَ	jalasa	جَلَسَ
šaraħa	شَرَحَ	naṭaqa	نَطَقَ
		qaraʔa	قَرَأَ
tastamiʕu	تَسْتَمِعُ	yastamiʕu	يَسْتَمِعُ
tanṭiqu	تَنْطِقُ	yanṭiqu	يَنْطِقُ
taqraʔu	تَقْرَأُ	yaqraʔu	يَقْرَأُ

Note that each of these words indicates an action either past or present-future and is called a VERB « فِعْلٌ ».

Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

fii	فِي	ʔilaa	إِلَى
wa	وَ	min	مِنْ
		θumma	ثُمَّ

Note that each of these words cannot function as a noun or verb and that it acquires its meaning only when related to other words. Such a word is called a PARTICLE « حَرْفٌ ».

Thus a word, in Arabic, is either a noun اِسْمٌ , a verb فِعْلٌ or a particle حَرْفٌ.

EXERCISES تمرينات

1. Underline the nouns in the following words:

أَحْضَرَ – كَلِمَةٌ – اَلْمُعَلِّمُ – وَرَاءَ – تَنْطِقُ – جُمْلَةٌ .

2. Underline the verbs in the following words:

اَلْجُمَلُ – اِنْتَهَى – اَلْكَلِمَاتُ – اِسْتَمِعْ – رَاجِعْ – اَللُّغَةُ .

3. Classify the words in the following sentences into verbs, nouns and particles:

أَحْضَرَ مَاجِدٌ الْكِتَابَ ، وَجَلَسَ إِلَى مَكْتَبِهِ .

نَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ مِنَ الرَّادْيُو .

4. Supply three more examples of each of the following parts of speech:

a noun اِسْمٌ	a verb فِعْلٌ	a particle حَرْفٌ
اَلْكِتَابُ	قَالَ	إِلَى
. . .	. . .	. . .
. . .	. . .	. . .
. .	. . .	. . .

اَلدَّرْسُ الثَّالِثُ وَالْخَمْسُونَ

ʔaddarsu‿θθaaliθu walxamsuuna
Lesson Fifty Three

تَعَلَّمِ النُّطْقَ الصَّحِيحَ

taʕallami‿nnuṭqa‿ṣṣaḥiiḥa
Learn Correct Pronunciation.

قَالَتْ فَاطِمَةُ لِمَاجِدٍ :

qaalat faaṭimatu limaajidin
Fatimah said to Maged;

سَمِعْنَا الدَّرْسَ وَرَاجَعْنَاهُ وَكَتَبْنَا التَّمْرِينَاتِ .

samiʕna‿ddarsa waraajaʕnaahu wakatabna‿ttamriinaati
"We have listened to the lesson, revised it and written the exercises.

أَعِدْ نُطْقَ الْكَلِمَاتِ .

ʔaʕid nuṭqa‿lkalimaati
Pronounce the words again.

أَنْتَ تَنْطِقُ وَأَنَا أَسْمَعُ .

ʔanta tanṭiqu waʔanaa ʔasmaʕu
You pronounce and I listen.

أَرْجُو أَنْ تُحْسِنَ النُّطْقَ .

ʔarjuu ʔan tuħsina⁀nnuṭqa
I hope you pronounce well."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَسْتَمِعُ .

maajidun yanṭiqu wafaaṭimatu tastamiʕu
Maged pronounces and Fatimah listens.

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

اِنْطِقِ الْكَلِمَةَ مَرَّةً أُخْرَى .

ʔinṭiqi⁀lkalimata marratan ʔuxraa
"Pronounce the word once more.

اَلنُّطْقُ خَطَأٌ .

ʔannuṭqu xaṭaʔun
The pronunciation is incorrect."

مَاجِدٌ يَقُولُ :

maajidun yaquulu
Maged says,

أَنَا سَمِعْتُ هَذَا النُّطْقَ .

ʔanaa samiʕtu haaðaa⁀nnuṭqa
"I have heard this pronunciation (before)."

فَاطِمَةُ تَقُولُ :

faaṭimatu taquulu
Fatimah says,

وَأَنَا سَمِعْتُهُ أَيْضاً .

waʔanaa samiʕtuhu ʔayḍan
"I have heard it, too.

اِقْرَأْ الْكَلِمَةَ مِنَ الْكِتَابِ .

ʔiqraʔi lkalimata mina lkitaabi
Read the word from the book."

مَاجِدٌ يُرَاجِعُ النُّطْقَ وَيَعْرِفُ الْخَطَأَ .

maajidun yuraajiʕu nnutqa wayaʕrifu lxataʔa
Maged checks the pronunciation (of the word) and finds out the error.

مَاجِدٌ يَشْكُرُ فَاطِمَةَ وَيَقُولُ :

maajidun yaškuru faatimata wayaquulu
Maged thanks Fatimah and says,

يَجِبُ أَنْ نُرَاجِعَ النُّطْقَ . اِنْطِقِي مَعِي .

yajibu ʔan nuraajiʕa nnutqa ʔintiqii maʕii
"We should revise the pronunciation. Let's pronounce together."

مَاجِدٌ يَنْطِقُ وَفَاطِمَةُ تَنْطِقُ مَعَهُ .

maajidun yantiqu wafaatimatu tantiqu maʕahu
Maged pronounces and Fatimah pronounces, too.

أَتَمَّ مَاجِدٌ وَفَاطِمَةُ الْقِرَاءَةَ .

ʔatamma maajidun wafaatimatu lqiraaʔata
Maged and Fatimah have finished reading.

تَعَلَّمَ مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

taʕallama maajidun wafaatimatu nnutqa ssahiiha
Maged and Fatimah have learnt the correct pronunciation.

GRAMMATICAL NOTES — اَلْمُلاَحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

samiʕa	سَمِعَ	qaala	قَالَ
kataba	كَتَبَ	naṭaqa	نَطَقَ

Note that each of these words is a verb denoting an action that took place in the past.

It is called the past tense verb « اَلْفِعْلُ الْمَاضِى ».

B. Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

nuraajiʕu	نُرَاجِعُ	ʔasmaʕu	أَسْمَعُ
taquulu	تَقُولُ	yanṭiqu	يَنْطِقُ

Each of these words is a verb that denotes an action in the present or the future.

It is called the present tense verb « اَلْفِعْلُ الْمُضَارِعُ ».

Note that the present tense begins by one of these letters:

أ ــ ن ــ ى ــ ت

C. Read the following words: اِقْرَأْ الْكَلِمَاتِ الْآتِيَةَ :

ʔinṭiq	اِنْطِقْ	ʔaʕid	أَعِدْ
		ʔiqraʔ	اِقْرَأْ

Each of these words is a verb that expresses a request or gives an order.

It is called the imperative « فِعْلُ الْأَمْرِ ».

Thus the verb, in Arabic, is either ***past***, ***present*** or ***imperative***.

EXERCISES — تمرينات

1. Indicate the verb in each of the following sentences. Then state whether it is past, present or imperative.

(١) ظَهَرَ الْفَجْرُ .

(٢) اَلْمُؤَذِّنُ يَذْهَبُ إِلَى الْجَامِعِ .

(٣) مَحْمُودٌ قَامَ مِنَ النَّوْمِ .

(٤) قَالَ مَحْمُودٌ لِأَخِيهِ :

(٥) قُمْ وَصَلِّ مَعِي .

2. Fill in each of the following spaces with one of the verbs contained in the frame:

نَذْهَبُ – اُنْظُرِي – أُرِيدُ – نَرْجِعُ – شَاهَدَتْ

(١) أَنَا . . . . . رُؤْيَةَ الطُّيُورِ .

(٢) نَحْنُ . . . . . الْآنَ إِلَى مَكَانِ الطُّيُورِ .

(٣) . . . . . يَا نِهَادُ إِلَى هَذِهِ الْبَطَّةِ .

(٤) . . . . . نِهَادُ الطُّيُورَ.

(٥) هَيَّا . . . . . إِلَى الْبَيْتِ .

3. Form four sentences using a noun from List (A) with a suitable verb from List (B):

(A)	(B)
(١) سَالِمٌ	يَبِيعُ
(٢) اَلْخُضَرِيُّ	حَرَثَ
(٣) اَلْبَطَّةُ	يَجْلِسُ
(٤) اَلْفَلَّاحُ	سَبَحَتْ

4. Fill in the blanks with suitable verbs:

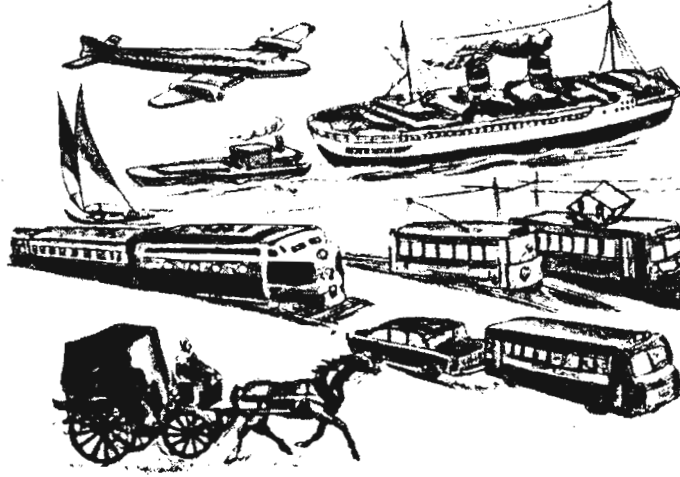
(١) مَاجِدٌ يَنْطِقُ ، وَفَاطِمَةُ . . . . .

(٢) يَا مَاجِدُ . . . . . الْكَلِمَةَ مَرَّةً أُخْرَى .

(٣) مَاجِدٌ يَقُولُ : أَنَا . . . . . هَذَا النُّطْقَ .

(٤) . . . . . مَاجِدٌ وَفَاطِمَةُ النُّطْقَ الصَّحِيحَ .

اَلدَّرْسُ الرَّابِـعُ والْخَمْسُونَ

ʔaddarsu⁀rraabiʕu walxamsuuna
Lesson Fifty Four

وَسَائِلُ الْمُوَاصَلاَتِ

wasaaʔilu⁀lmuwaaṣalaati
Means of Communication

أَحْمَدُ يَعِيشُ فِى الْقَرْيَةِ .

ʔaħmadu yaʕiišu fi⁀lqaryati
Ahmad lives in the village.

مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنِ الْقَرْيَةِ .

madrasatu ʔaħmada baʕiidatun ʕani⁀lqaryati
Ahmad's school is far from the village.

أَحْمَدُ يَرْكَبُ الدَّرَّاجَةَ ، وَيَذْهَبُ إِلَى الْمَدْرَسَةِ .

ʔaħmadu yarkabu⁀ddarraajata wayaðhabu ʔila⁀lmadrasati

Ahmad rides the bicycle and goes to school.

وَالِدُ أَحْمَدَ قَالَ لَهُ :

waalidu ʔaħmada qaala lahu
Ahmad's father said to him,

سَتَزُورُ عَمَّكَ فِي الْقَاهِرَةِ .

satazuuru ʕammaka. fi lqaahirati
"You will visit your uncle in Cairo."

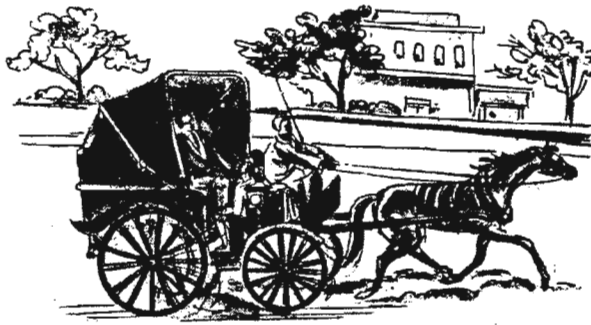
أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ عَمِّهِ سَالِمٍ .

ʔaħmadu masruurun biziyaarati ʕammihi saalimin
Ahmad is happy to visit his uncle Salim.

وَأُخْتُهُ سُعَادُ مَسْرُورَةٌ أَيْضاً .

waʔuxtuhu suʕaadu masruuratun ʔayḍan
And his sister Suad is happy, too.

اَلأُسْرَةُ رَكِبَتْ عَرَبَةً .

ʔalʔusratu rakibat ʕarabatan
The family got in a carriage.

اَلْعَرَبَةُ يَجُرُّهَا حِصَانٌ قَوِيٌّ .

ʔalʕarabatu yajurruhaa ħisaanun qawiyyun
The carriage is drawn by a strong horse.

اَلْعَرَبَةُ وَصَلَتْ إِلَى الْمَحَطَّةِ .

ʔalʕarabatu wasalat ʔila lmaħattati
The carriage arrived at the (railway) station

اَلْأُسْرَةُ رَكِبَتِ الْقِطَارَ .

ʔalʔusratu rakibati lqitaara
The family got on the train.

اَلْقِطَارُ سَرِيعٌ .

ʔalqitaaru sariiʕun
It is an express train.

اَلْقِطَارُ وَصَلَ إِلَى الْقَاهِرَةِ .

ʔalqitaaru wasala ʔila lqaahirati
The train arrived in Cairo.

اَلْأُسْرَةُ رَكِبَتْ سَيَّارَةً إِلَى مَنْزِلِ سَالِمٍ .

ʔalʔusratu rakibat sayyaaratan ʔilaa manzili saalimin
The family took a car to Salim's house.

اَلسَّيَّارَةُ تَسِيرُ فِي شَوَارِعِ الْقَاهِرَةِ .

ʔassayyaaratu tasiiru fii šawaariʕi lqaahirati
The car runs in Cairo streets.

أَحْمَدُ شَاهَدَ فِي الشَّوَارِعِ :

ʔaħmadu šaahada fi ššawaariʕi
In the streets Ahmad saw:

اَلتِّرَامَ – وَالْمِتْرُو – وَالْأُتُوبِيسَ .

ʔattiraama walmetroo walʔotoobiisa
The tram, the metro and the bus.

اَلسَّيَّارَةُ وَصَلَتْ إِلَى مَنْزِلِ سَالِمٍ .

ʔassayyaaratu waṣalat ʔilaa manzili saalimin
The car arrived at Salim's house.

مَنْزِلُ سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

manzilu saalimin ʕalaa šaaṭiʔi nniili
Salim's house is by the Nile.

أَحْمَدُ رَأَى فِي النِّيلِ :

ʔaħmadu raʔaa fi nniili
On the Nile Ahmad saw:

اَلْقَارِبَ الشِّرَاعِيَّ ، وَالْقَارِبَ الْبُخَارِيَّ .

ʔalqaariba šširaaʕiyya
walqaariba lbuxaariyya
the sail boat and the motor boat.

وَشَاهَدَ الطَّائِرَةَ تَطِيرُ فِي الْهَوَاءِ .

wašaahada ṭṭaaʔirata taṭiiru fi lhawaaʔi
He saw the aeroplane fly (in the air).

أَحْمَدُ مَسْرُورٌ بِزِيَارَةِ الْقَاهِرَةِ .

ʔaħmadu masruurun biziyaarati lqaahirati
Ahmad is happy to visit Cairo.

أَحْمَدُ رَأَى بَعْضَ وَسَائِلِ الْمُوَاصَلَاتِ .

ʔaħmadu raʔaa baʕḍa wasaaʔili lmuwaaṣalaati
Ahmad has seen some means of communication.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

ʔalqaaribu	اَلْقَارِبُ	ħiṣaanun	حِصَانٌ	ʔaħmadu	أَحْمَدُ
ʔalhawaaʔu	اَلْهَوَاءُ	ʔalqiṭaaru	اَلْقِطَارُ	waalidun	وَالِدٌ
		manzilun	مَنْزِلٌ	ʕammun	عَمٌّ

Each of these words is a noun indicating a ***masculine singular*** «مُفْرَدٌ مُذَكَّرٌ» .

B. Read the following words: — اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

maħaṭṭatun	مَحَطَّةٌ	ʔalqaahiratu	اَلْقَاهِرَةُ	ʔalqaryatu	اَلْقَرْيَةُ
sayyaaratun	سَيَّارَةٌ	ʔalʔusratu	اَلْأُسْرَةُ	madrasatun	مَدْرَسَةٌ
ʔaṭṭaaʔiratu	اَلطَّائِرَةُ	ʕarabatun	عَرَبَةٌ	ʔaddarraajatu	اَلدَّرَّاجَةُ

Each of these words is a noun indicating a ***feminine singular*** «مُفْرَدَةٌ مُؤَنَّثَةٌ» .

Note that a feminine singular noun ends with « ـةُ — ةٌ » which is pronounced « ه » in pause. This feminine ending is called « اَلتَّاءُ الْمَرْبُوطَةُ » .

Thus nouns in Arabic fall into two groups: ***masculine*** and ***feminine***.

EXERCISES — تمرينات

1. Indicate the masculine and the feminine nouns in the following sentences:

(١) سَالِمٌ يَجْلِسُ بِجِوَارِ الْمَكْتَبِ .

(٢) اَلطَّائِرَةُ تَطِيرُ فِي الْجَوِّ .

(٣) مَحْمُودٌ خَرَجَ مِنَ الْمَنْزِلِ .

(٤) اَلْأُسْرَةُ جَالِسَةٌ بِجِوَارِ الْبُحَيْرَةِ .

(٥) اَلزَّرَافَةُ لَهَا عُنُقٌ طَوِيلٌ .

2. Fill in the blanks with suitable nouns:

(١) مَدْرَسَةُ أَحْمَدَ بَعِيدَةٌ عَنْ . . . . .

(٢) . . . . . سَرِيعٌ .

(٣) . . . . . سَالِمٍ عَلَى شَاطِئِ النِّيلِ .

(٤) . . . . يَجُرُّهَا . . . . . قَوِيٌّ .

3. Fill in the blanks with suitable words chosen from those given in brackets:

(١) فَاكِهَةُ الْمَطْعَمِ . . . . . (طَازَجَةٌ – طَازَجٌ)

(٢) اَلْمِلْعَقَةُ . . . . . (نَظِيفٌ – نَظِيفَةٌ)

(٣) اَلطَّبَّاخُ . . . . . (مَاهِرٌ – مَاهِرَةٌ)

(٤) اَلطَّبَقُ . . . . . (وَاسِعٌ – وَاسِعَةٌ)

(٥) اَلْمَائِدَةُ . . . . . (مُرَتَّبٌ – مُرَتَّبَةٌ)

4. Write four more masculine singular nouns under **A**, and four more feminine singular nouns under **B**:

	B	A
	فَاطِمَةُ	أَحْمَدُ
(١)	. . . . .	. . . . .
(٢)	. . . . .	. . . . .
(٣)	. . . . .	. . . . .
(٤)	. . . . .	. . . . .

اَلدَّرْسُ الْخَامِسُ وَالْخَمْسُونَ

ʔaddarsu‿lxaamisu walxamsuuna

Lesson Fifty Five

اَلصُّحُفُ

ʔaṣṣuħufu

Newspapers

أَحْمَدُ فِى بَيْتِ عَمِّهِ سَالِمٍ .

ʔaħmadu fii bayti ʕammihi saalimin

Ahmad is in his uncle Salim's house.

يَجْلِسُ أَحْمَدُ مَعَ نَبِيلٍ وَنِهَادَ وَسُعَادَ .

yajlisu ʔaħmadu maʕa nabiilin wanihaada wasuʕaada

Ahmad is sitting with Nabil, Nihad and Suad.

جَرَسُ الْبَابِ يَدُقُّ .

jarasu‿lbaabi yaduqqu

The door-bell is ringing.

مَنْ بِالْبَابِ ؟

man bilbaabi
Who is at the door?

هُوَ بَائِعُ الصُّحُفِ ، أَحْضَرَ صُحُفَ الصَّبَاحِ .

huwa baaPiϤu⁀ssuhufi Pahdara ṣuhufa⁀ṣṣabaahi
It's the newspaper man. He has brought the morning papers.

نَبِيلٌ يَفْتَحُ الْبَابَ . وَيَأْخُذُ الصُّحُفَ .

nabiilun yaftahu⁀lbaaba wayaPxuðu⁀ṣṣuhufa
Nabil opens the door and takes the newspapers.

نَبِيلٌ يَعْرِضُ الصُّحُفَ عَلَى أَحْمَدَ وَنِهَادَ وَسُعَادَ .

nabiilun yaϤridu⁀ṣṣuhufa Ϥalaa Pahmada wanihaada wasuϤaada
Nabil shows the newspapers to Ahmad. Nihad and Suad.

أَخَذَ أَحْمَدُ صَحِيفَةَ « الأَخْبَارِ » .

Paxaða Pahmadu ṣahiifata⁀lPaxbaari
Ahmad took the Al-Akhbar newspaper.

وَأَخَذَتْ نِهَادُ صَحِيفَةَ « الْجُمْهُورِيَّةِ » .

waPaxaðat nihaadu ṣahiifata⁀ljumhuuriyyati
And Nihad took the Al-Jumhouriyyah newspaper.

وَأَخَذَ نَبِيلٌ صَحِيفَةَ « الأَهْرَامِ » .

waPaxaða nabiilun ṣahiifata⁀lPahraami
And Nabil took the Al-Ahram newspaper.

نَبِيلٌ يَقْرَأُ أَخْبَارَ الرِّيَاضَةِ

nabiilun yaqraʔu ʔaxbaara⁀rriyaadati
Nabil reads the sports news.

وَأَحْمَدُ يَقْرَأُ بَرْنَامَجَ التِّلِيفِزْيُونِ .

waʔahmadu yaqraʔu barnaamaja⁀ttiliivizyuuni
And Ahmad reads the T. V. programme.

وَنِهَادُ تَقْرَأُ النَّشْرَةَ الْجَوِّيَّةَ .

wanihaadu taqraʔu⁀nnašrata⁀ljawwiyyata
And Nihad reads the weather bulletin.

نِهَادُ تَقُولُ : حَظُّنَا سَعِيدٌ .

nihaadu taquulu haððunaa saʕiidun
Nihad says, " We are lucky.

اَلْجَوُّ دَافِئٌ الْيَوْمَ . وَالسَّمَاءُ صَافِيَةٌ . وَالشَّمْسُ سَاطِعَةٌ .

ʔaljawwu daafiʔunu⁀lyawma wassamaaʔu saafiyatun waššamsu saatiʕatun
The weather is warm to-day. the sky is clear and the sun is shining brightly."

رَدَّ نَبِيلٌ وَقَالَ :

radda nabiilun waqaala
Nabil answered saying:

نَسْتَطِيعُ أَنْ نَخْرُجَ الْيَوْمَ ،

nastatiiʕu ʔan naxruja lyawma
"We can go out to-day,

وَنَتَفَرَّجَ فِي شَوَارِعِ الْقَاهِرَةِ .

wanatafarraja fii šawaariʕi lqaahirati
and go sightseeing in the streets of Cairo."

فَرِحَ أَحْمَدُ وَقَالَ :

fariha ʔahmadu waqaala
Ahmad was pleased and said,

وَفِي الْمَسَاءِ نَرَى فِي التِّلِيفِزْيُونِ مَسْرَحِيَّةً سَارَّةً .

wafi lmasaaʔi naraa fi ttiliivizyuuni masrahiyyatan saarratan
"And in the evening we'll watch a pleasant play on television."

قَالَ نَبِيلٌ : هَلْ عَرَفْتُمْ فَائِدَةَ الصُّحُفِ ؟

qaala nabiilun hal ʕaraftum faaʔidata ssuhufi
Nabil said, " Do you know now how useful newspapers are? "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

A. Read the following words: اِقْرَأِ الْكَلِمَاتِ الْآتِيَةَ :

nihaadu	نِهَادُ
suʕaadu	سُعَادُ
ʔassamaaʔu	اَلسَّمَاءُ
ʔaššamsu	اَلشَّمْسُ

Each of these nouns indicates a *feminine singular* « مُفْرَدَةٌ مُؤَنَّثَةٌ » .

Note that they do not have the feminine ending « ة — ـة » .

This shows that some feminine nouns do not have the feminine ending.

Other example are:

(an eye)	ʕaynun	عَيْنٌ
(an ear)	ʔuðunun	أُذُنٌ
(a hand)	yadun	يَدٌ
(a leg)	rijlun	رِجْلٌ
(a foot)	qadamun	قَدَمٌ

B. A feminine noun that indicates a person or an animal that bears children or lays eggs is called a ***genuine feminine*** « مُؤَنَّثٌ حَقِيقِيٌّ » . A few examples are:

suʕaadu	سُعَادُ	faaṭimatu	فَاطِمَةُ
baqaratun	بَقَرَةٌ	nihaadu	نِهَادُ
		wazzatun	وَزَّةٌ

But a feminine noun that indicates a thing which does not bear children or lay eggs is called a *non-genuine feminine* « مُؤَنَّثٌ مَجَازِيٌّ » . A few examples are:

ṣaħiifatun	صَحِيفَةٌ	šajaratun	شَجَرَةٌ
		sayyaaratun	سَيَّارَةٌ
ʕayun	عَيْنٌ	šamsun	شَمْسٌ

C. Read the following:

أَخَذَ أَحْمَدُ صَحِيفَةَ الْأَخْبَارِ . وَأَخَذَتْ نِهَادُ صَحِيفَةَ الْجُمْهُورِيَّةِ .

Note that the verb used with the feminine noun (نِهَادُ) has the ending « تْ » but does not have it when used with the masculine noun (أَحْمَدُ).

D. Read the following:

يَقْرَأُ نَبِيلٌ أَخْبَارَ الرِّيَاضَةِ . وَتَقْرَأُ نِهَادُ النَّشْرَةَ الْجَوِّيَّةَ .

Note that the present tense verb (يَقْرَأُ) used with the masculine noun (نَبِيلٌ) has the prefix « يَـ » whereas it has the prefix « تَـ » *i.e.* تَقْرَأُ when used with the feminine noun (نِهَادُ).

Thus :

نَبِيلٌ يَقْرَأُ

نِهَادُ تَقْرَأُ

EXERCISES — تمرينات

1. Indicate the masculine and the feminine nouns in the following:

مِصْبَاحٌ ـ يَدٌ ـ مَسْرَحٌ ـ مَسْرَحِيَّةٌ ـ طَبَقٌ ـ غُرَابٌ ـ يَمَامَةٌ ـ ذِئْبٌ ـ بَطَّةٌ ـ وَزَّةٌ ـ فِيلٌ ـ صَقْرٌ ـ جَرَسٌ .

2. Write three more feminine nouns that do not end by « ة ـ ـة » below the example given:

سُعَادُ

(١) . . . . .

(٢) . . . . .

(٣) . . . . .

3. Fill in each of the following blanks with a suitable word chosen from the list of nouns given below.

(١) . . . . . سَاطِعَةٌ .

(٢) . . . . . دَافِئٌ .

(٣) . . . . . تَسْبِقُ الْقِطَارَ .

(٤) . . . . . وَقَفَ فِي الْمَحَطَّةِ .

(٥) . . . . . يَحْمِلُ حَقَائِبَهُ .

(٦) . . . . . تُحِبُّ الْقِصَصَ .

اَلْجَوُّ ـ اَلطَّائِرَةُ ـ اَلشَّمْسُ ـ نِهَادُ ـ اَلْقِطَارُ ـ اَلْمُسَافِرُ

4. Fill in each of the following blanks with a suitable verb chosen from the list of verbs given below:

(١) اَلْغُرَابُ . . . . . فَوْقَ الشَّجَرَةِ .

(٢) اَلْخُضَرِيُّ . . . . . أَمَامَ الدُّكَّانِ .

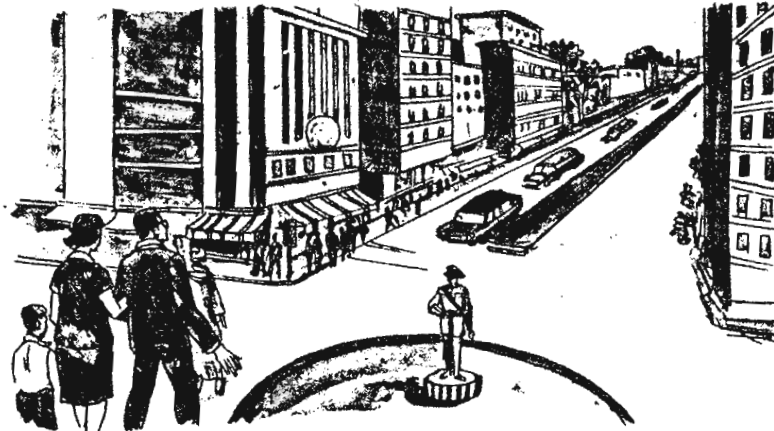
(٣) اَلْبِنْتُ . . . . . السَّيَّارَةَ

(٤) اَلطَّائِرَةُ . . . . . فِي الْجَوِّ .

(٥) فَاطِمَةُ . . . . . الدَّرْسَ مِنَ الرَّادْيُو .

وَقَفَ – طَارَتْ – يَجْلِسُ – تَرْكَبُ – سَمِعَتْ

اَلدَّرْسُ السَّادِسُ وَالْخَمْسُونَ

ʔaddarsu ssaadisu walxamsuuna
Lesson Fifty Six

اَلشُّرْطِيُّ

ʔaššurṭiyyu
The Policeman

خَرَجَتْ أُسْرَةُ مَحْمُودٍ تُشَاهِدُ الْمَدِينَةَ . خَرَجَ مَعَهَا سَالِمٌ .

xarajat ʔusratu maħmuudin tušaahidu lmadiinata xaraja maʕahaa saalimun
Mahmud's family went out sightseeing in the city. Salim went out with them.

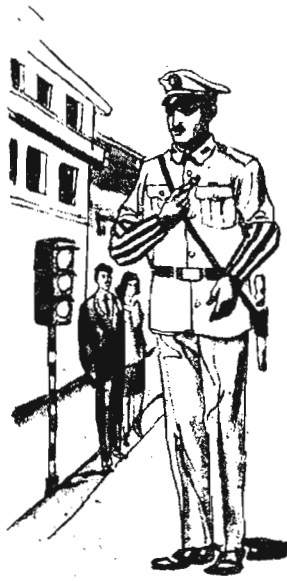
قَالَ مَحْمُودٌ : هَذَا شَارِعٌ وَاسِعٌ ؛ شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

qaala maħmuudun haaðaa šaariʕun waasiʕun šawaariʕu lmadiinati waasiʕatun
Mahmud said, "This is a large street; the city streets are large."

وَصَلَتِ الْجَمَاعَةُ إِلَى مَيْدَانٍ فَسِيحٍ يَقِفُ فِيهِ شُرْطِيٌّ .

waṣalati ljamaaʕatu ʔilaa maydaanin fasiiħin yaqifu fiihi šurṭiyyun
The group (family) arrived at a big square where a policeman was standing.

سَالِمٌ : اَلشُّرْطَةُ يُنَظِّمُونَ الْمُرُورَ فِي الشَّوَارِعِ وَالْمَيَادِينِ .

saalimun ʔaššurṭatu yunaððimuuna lmuruura fi ššawaariʕi walmayaadiini
Salim: "Policemen control the traffic in (the) streets and squares."

مَحْمُودٌ : فِى يَدِ الشُّرْطِىِّ صَفَّارَةٌ .

mahmuudun fii yadi ššurtiyyi saffaaratun
Mahmud: " The policeman has a whistle in his hand. "

سَالِمٌ : حِينَ يَنْفُخُ الشُّرْطِىُّ فِى الصَّفَّارَةِ ، يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

saalimun hiina yanfuxu ššurtiyyu fi ssaffaarati yastatiiʕu ssaaʔiruuna lʕubuura
Salim: " When the policeman blows the whistle, the pedestrians can cross."

مَحْمُودٌ : وَلِمَاذَا لَا يَعْبُرُ السَّائِرُونَ الْآنَ ؟

mahmuudun walimaaðaa laa yaʕburu ssaaʔiruuna lʔaana
Mahmud: " Why don't the pedestrians cross now? "

سَالِمٌ : اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ . يَعْبُرُونَ عِنْدَمَا يَظْهَرُ النُّورُ الْأَخْضَرُ .

saalimun ʔannuru lʔahmaru ʔamaama ssaaʔiriina yaʕburuuna ʕindamaa yaðharu nnuuru lʔaxdaru

Salim: " The red light is on (in front of the pedestrians). They will cross when the light turns green. "

مَحْمُودٌ : اَلسَّيَّارَاتُ وَالْعَرَبَاتُ تَمْضِى فِى طَرِيقِهَا .

mahmuudun ʔassayyaaraatu walʕarabaatu tamdii fii tariiqihaa
Mahmud: " The cars and carriages are running along. "

سَالِمٌ : اَلطَّرِيقُ أَمَامَهَا مَفْتُوحٌ .

saalimun ʔattariiqu ʔamaamaha maftuuhun
Salim: " The way is open for them. "

مَحْمُودٌ : اِنْطَفَأَ النُّورُ الْأَحْمَرُ ، وظَهَرَ النُّورُ الْأَخْضَرُ .

mahmuudun ʔintafaʔa nnuuru lʔahmaru waðahara nnuuru lʔaxdaru
Mahmud: " The red light is off and the green light is on. "

وَنَفَخَ الشُّرْطِىُّ فِى صَفَّارَتِهِ .

wanafaxa ššurtiyyu fii saffaaratihi
The policeman blew his whistle.

سَالِمٌ : اَلْآنَ تَقِفُ السَّيَّارَاتُ وَالْعَرَبَاتُ وَيَعْبُرُ السَّائِرُونَ .

saalimun ʔalʔaana taqifu⁀ssayyaaraatu walʕarabaatu wayaʕburu⁀ssaaʔiruuna
Salim: " Now the cars and the carriages will stop and the pedestrians will cross. "

وَعَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ كَذَلِكَ جَمَاعَاتُ النَّاسِ .

waʕabarati⁀ljamaaʕatu⁀lmaydaana waʕabarat kaðaalika jamaaʕaatu⁀nnaasi
Salim's family as well as the other pedestrians crossed.

سَالِمٌ : اَلشُّرْطِيُّ فِى الْمَدِينَةِ كَالْخَفِيرِ فِى الْقَرْيَةِ . اَلشُّرْطَةُ سَاهِرُونَ عَلَى الْأَمْنِ فِى الْمُدُنِ .

saalimun ʔaššurṭiyyu fi⁀lmadiinati kalxafiiri fi⁀lqaryati ʔaššurṭatu saahiruuna ʕala⁀lʔamni fi⁀lmuduni
Salim: " The policeman in town is like the village guard (khafir) in the village. Policemen maintain security in cities. "

مَحْمُودٌ : وَالْخُفَرَاءُ سَاهِرُونَ عَلَى الْأَمْنِ فِى الْقَرْيَةِ .

maħmuudun walxufaraaʔu saahiruuna ʕala⁀lʔamni fi⁀lqaryati
Mahmud: " And the khafirs maintain security in the village. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following: — اِقْرَأِ الْآتِي :

يَسْتَطِيعُ السَّائِرُ الْعُبُورَ — يَسْتَطِيعُ السَّائِرُونَ الْعُبُورَ .

اَلنُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِ — النُّورُ الْأَحْمَرُ أَمَامَ السَّائِرِينَ .

The word اَلسَّائِرُ is masculine singular and it has two plural forms: اَلسَّائِرُونَ — اَلسَّائِرِينَ. These plural forms are formed from the singular by adding either the suffix *-uuna* « ـُونَ » or the suffix *-iina* « ـِينَ » according to certain grammatical rules that will be dealt with later on.

These two plural forms are called *'sound masculine plurals'* « جَمْعُ مُذَكَّرٍ سَالِمٌ ».

اَلسَّائِرُونَ = اَلسَّائِرُ + ونَ

اَلسَّائِرِينَ = اَلسَّائِرِ + ينَ

2. Read the following: — اِقْرَأِ الْآتِي :

عَبَرَتِ الْجَمَاعَةُ الْمَيْدَانَ ، وَعَبَرَتْ جَمَاعَاتُ النَّاسِ الْمَيْدَانَ .

The word جَمَاعَات is the plural form of the feminine singular word جَمَاعَة. It is formed from the singular by adding the suffix *-aat* « ـات » after dropping the feminine singular ending « ـة ».

It is called *'sound feminine plural'* « جَمْعُ مُؤَنَّثٍ سَالِمٌ ».

Other examples are :

اَلسَّيَّارَةُ — اَلسَّيَّارَاتُ

اَلْعَرَبَةُ — اَلْعَرَبَاتُ

3. Read the following: اِقْرَأِ الْآتِيَ :

هَذَا شَارِعٌ وَاسِعٌ – شَوَارِعُ الْمَدِينَةِ وَاسِعَةٌ .

The word شَوَارِع is the plural of the masculine singular word شَارِعٌ. It is formed from the singular by internal change. It is called '*broken plural*' « جَمْعُ تَكْسِيرٍ ».

Unlike 'sound' plurals which are formed by adding suffixes to the singular form, 'broken' plurals are formed by changing the singular form. Broken plural patterns are very numerous, and it is not always possible to forecast from singular to plural or vice versa. You should, therefore, learn both the singular and plural of nouns as you meet them.

Following are other examples:

شُرْطِيٌّ	شُرْطَةٌ
مَيْدَانٌ	مَيَادِينُ
خَفِيرٌ	خُفَرَاءُ
مَدِينَةٌ	مُدُنٌ
اَلْقَرْيَةُ	اَلْقُرَى

EXERCISES — تمرينات

1. Give the singular form of each of the following words:

طَائِرَاتٌ ـ أَشْجَارٌ ـ مُدَرِّسُونَ ـ صَيْدَلِيَّاتٌ ـ فَلَّاحُونَ ـ مَعَامِلُ ـ مَرِيضَاتٌ
تَلَامِيذُ ـ مُسَافِرُونَ ـ رُفُوفٌ ـ عُمَّالٌ ـ مَنَادِيلُ ـ مَكْرُوهُونَ ـ مَحْبُوبُونَ

2. Fill in the blanks with broken plurals:

(ا) تَطِيرُ . . . . . . فِي الْهَوَاءِ .
(ب) يَحْمِلُ الْمُسَافِرُونَ . . . . .
(ج) . . . . . الطَّعَامِ لَذِيذَةٌ .
(د) . . . . . الْحَدِيقَةِ جَمِيلَةٌ .
(ه) يَعْمَلُ . . . . . بِنِظَامٍ .
(و) هَذِهِ عُلْبَةُ . . . . .

3. Put the following plurals in their appropriate places:

الزَّوْجَاتُ ـ النَّشِيطُونَ ـ رِوَايَاتُ ـ اَلْبَقَرَاتُ ـ ذَاهِبُونَ ـ مُؤَدَّبُونَ

(ا) اَلْفَلَّاحُونَ . . . . . مَحْبُوبُونَ .
(ب) أَحْضَرَتِ . . . . . الطَّعَامَ .
(ج) . . . . . . فِي الْحَظِيرَةِ .
(د) هُمْ . . . . . إِلَى الْمَدْرَسَةِ .
(ه) . . . . . الْمَسْرَحِ جَمِيلَةٌ .
(و) أَنْتُمْ . . . . . ، أَنَا مَسْرُورٌ مِنْكُمْ .

اَلدَّرْسُ السَّابِعُ وَالْخَمْسُونَ

ʔaddarsu͡ssaabiʕu walxamsuuna

Lesson Fifty Seven

مُبَارَاةٌ فِي كُرَةِ الْقَدَمِ

mubaaraatun fii kurati͡lqadami

A Footbool Match

نَزَلَ الْفَرِيقُ الْأَوَّلُ إِلَى الْمَلْعَبِ .

nazala͡lfariiqu͡lʔawwalu ʔila͡lmalʕabi

The first team came on to the football field.

وَبَعْدَ قَلِيلٍ نَزَلَ الْفَرِيقُ الثَّانِي .

wabaʕda qaliilin nazala͡lfariiqu͡θθaanii

After a while the second team came on (to the football field).

دَارَ الْفَرِيقَانِ حَوْلَ الْمَلْعَبِ .

daara͡lfariiqaani ħawla͡lmalʕabi

The two teams ran round the football field.

وَصَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

waṣaffaqa⁀nnaasu lilfariiqayni
The people applauded the two teams.

وَقَفَ كُلُّ فَرِيقٍ فِي جَانِبِهِ .

waqafa kullu fariiqin fii jaanibihi
Each team stood on one side (of the football field).

وَقَفَ حَارِسُ الْمَرْمَى أَمَامَ مَرْمَاهُ .

waqafa ħaarisu⁀lmarmaa ʔamaama marmaahu
The goalkeeper stood in front of his goal.

وَوَقَفَ الظَّهِيرَانِ أَمَامَ الْحَارِسِ .

wawaqafa⁀ððahiiraani ʔamaama⁀lħaarisi
The two backs stood in front of the goalkeeper.

وَفِي الْوَسَطِ وَقَفَ الْمُهَاجِمُونَ .

wafi⁀lwasaṭi waqafa⁀lmuhaajimuuna
The forwards stood in the middle.

وَعَلَى الْيَمِينِ وَالْيَسَارِ وَقَفَ الْجَنَاحَانِ .

waʕala⁀lyamiini walyasaari waqafa⁀ljanaaħaani
The two wings stood to the right and the left.

وَبَيْنَ الْفَرِيقَيْنِ وَقَفَ الْحَكَمُ .

wabayna⁀lfariiqayni waqafa⁀lħakamu
The referee took his place between the two teams.

صَفَّرَ الْحَكَمُ وَبَدَأَتِ الْمُبَارَاةُ .

ṣaffara⁀lħakamu wabadaʔati⁀lmubaaraatu
The referee blew his whistle and the match began.

بَدَأَ الْفَرِيقُ الْأَوَّلُ الْهُجُومَ

badaʔa͡ lfariiqu͡ lʔawwalu͡ lhujuuma
The first team started to attack

وَتَنَاقَلَ الْكُرَةَ بِسُرْعَةٍ .

watanaaqala͡ lkurata bisurʕatin
and passed the ball quickly.

وَأَفْلَتَ الْمُهَاجِمُونَ مِنَ الظَّهِيرَيْنِ .

waʔaflata͡ lmuhaajimuuna mina͡ ððahiirayni
The forwards got away from the backs (succeeded in breaking the defense line).

وَأَحْرَزَ الْجَنَاحُ الْأَيْمَنُ هَدَفاً .

waʔahraza͡ ljanaahu͡ lʔaymanu hadafan
The right wing scored a goal.

تَحَمَّسَ الْفَرِيقُ الثَّانِى وَهَاجَمَ بِشِدَّةٍ .

tahammasa͡ lfariiqu͡ θθaani wahaajama bišiddatin
The second team pulled themselves up and attacked hard.

وَلَكِنَّ الْفَرِيقَ الْأَوَّلَ أَحْرَزَ هَدَفاً آخَرَ .

walaakinna͡ lfariiqa͡ lʔawwala ʔahraza hadafan ʔaaxara
But the first team scored another goal.

وَانْتَهَى الشَّوْطُ الْأَوَّلُ .

wantaha͡ ššawtu͡ lʔawwalu
The first halftime came to an end.

وَفِي الشَّوْطِ الثَّانِى أَحْرَزَ الْفَرِيقُ الثَّانِى هَدَفَيْنِ .

wafi͡ ššawti͡ θθaani ʔahraza͡ lfariiqu͡ θθaanii hadafayni
In the second halftime the second team scored two goals.

فَتَعَادَلَ الْفَرِيقَانِ ، وَانْتَهَتِ الْمُبَارَاةُ .

fataʕaadala͡ lfariiqaani wantahati͡ lmubaaraatu
So the two teams drew and the match came to an end.

GRAMMATICAL NOTES

اَلْمُلاَحَظَاتُ النَّحْوِيَّةُ

1. Read the following sentences paying special attention to the underlined words:

نَزَلَ الْفَرِيقُ . – دَارَ الْفَرِيقَانِ – صَفَّقَ النَّاسُ لِلْفَرِيقَيْنِ .

The word اَلْفَرِيقُ in the first sentence denotes ONE and it is, therefore, called SINGULAR.

The word اَلْفَرِيقَانِ in the second sentence denotes TWO and it is, therefore, called DUAL.

The word اَلْفَرِيقَيْنِ in the third sentence also denotes TWO and it is called DUAL.

Note that the DUAL is formed from the SINGULAR by adding either the suffix *-aani* « اَنِ » or the suffix *-ayni* « يْنِ » according to grammatical rules which will be dealt with later on.

2. Read the following sentences observing the underlined DUAL nouns:

وَقَفَ الظَّهِيرَانِ . وَقَفَ الْحَكَمُ بَيْنَ الْفَرِيقَيْنِ .

وَقَفَ الْجَنَاحَانِ . أَحْرَزَ الْفَرِيقُ هَدَفَيْنِ .

A Dual noun may be either ***masculine*** as in the previous examples or ***feminine*** as in the following ones:

ʔalwardataani jamiilataani The two roses are beautiful.	اَلْوَرْدَتَانِ جَمِيلَتَانِ .
qaṭafat suʕaadu wardatayni Suad picked two roses.	قَطَفَتْ سُعَادُ وَرْدَتَيْنِ .
kataba nabiilun risaalatayni Nabil wrote two letters.	كَتَبَ نَبِيلٌ رِسَالَتَيْنِ .

EXERCISES تمرينات

1. Give the dual of each of the following words, first by adding « انِ » and then by adding « يْنِ » . Follow the examples given:

وَلَدٌ	وَلَدَانِ	وَلَدَيْنِ	غُرْفَةٌ	غُرْفَتَانِ	غُرْفَتَيْنِ
مُهَنْدِسٌ	. . . . . .	. . . . . .	شَجَرَةٌ	. . . . . .	. . . . . .
فَلَّاحٌ	. . . . . .	. . . . . .	نَافِذَةٌ	. . . . . .	. . . . . .

2. Underline the dual in each of the following sentences:

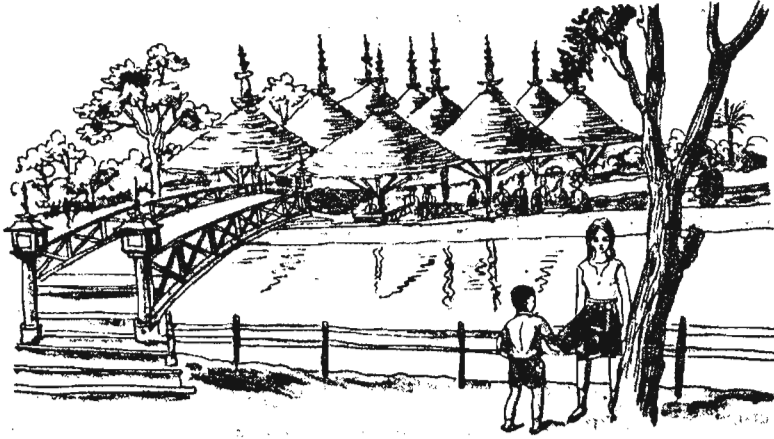
(ا) أَكَلَتْ هِنْدٌ تُفَّاحَتَيْنِ .

(ب) زَرَعَ الْفَلَّاحَانِ شَجَرَةَ التِّينِ .

(ج) نَبِيلٌ وَأَحْمَدُ تِلْمِيذَانِ مُجْتَهِدَانِ .

(د) قَرَأَ التِّلْمِيذُ الدَّرْسَيْنِ .

اَلدَّرْسُ الثَّامِنُ وَالْخَمْسُونَ

ʔaddarsu⁀θθaaminu walxamsuuna
Lesson Fifty Eight

حُلْوَانُ

ħulwaanu
Helwan

قَالَ أَحْمَدُ لِنَبِيلٍ : هَلْ رَأَيْتَ حُلْوَانَ ؟

qaala ʔaħmadu linabiilin hal raʔayta ħulwaana
Ahmad said to Nabil, "Have you seen Helwan?"

نَبِيلٌ : لَا ، لَمْ أَرَهَا .

nabiilun laa lam ʔarahaa
Nabil: "No, I have not seen it."

أَحْمَدُ : يَجِبُ أَنْ تَرَاهَا يَا نَبِيلُ .

ʔaħmadu yajibu ʔan taraahaa yaa nabiilu
Ahmad: "You should see it, Nabil."

حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ . شَمْسُهَا مُشْرِقَةٌ .

ħulwaanu madiinatun jamiilatun šamsuhaa mušriqatun
"Helwan is a beautiful city. It is always sunny.

وَجَوُّهَا دَافِئٌ ، وَهَوَاؤُهَا جَافٌّ .

wajawwuhaa daafiʔun wahawaaʔuhaa jaaffun
Its weather is warm and its air is dry.

نَبِيلٌ : هَلْ تَذْهَبُ مَعِي يَا أَحْمَدُ ؟

nabiilun hal taðhabu maʕii yaa ʔahmadu
Nabil: "Will you go with me, Ahmad ?

أَحْمَدُ : نَعَمْ . وَسَأُحْضِرُ مَعِي أُخْتِي سَمِيرَةَ .

ʔahmadu naʕam wasaʔuhḍiru maʕii ʔuxtii samiirata
Ahmad: "Yes, and I'll bring my sister Samira along with me."

نَبِيلٌ : وَأَنَا أُحْضِرُ مَعِي أُخْتِي نِهَادَ .

nabiilun waʔanaa ʔuhḍiru maʕii ʔuxtii nihaada
Nabil: "And I'll bring my sister Nihad along with me.

نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ ، وَأَنَا وَأَنْتَ صَدِيقَانِ أَيْضاً .

nihaadu wasamiiratu ṣadiiqataani waʔanaa waʔanta ṣadiiqaani ʔayḍan
Nihad and Samira are friends; and I and you are friends too."

أَحْمَدُ : نَلْتَقِي يَوْمَ الْجُمُعَةِ عِنْدَ مَحَطَّةِ بَابِ اللُّوقِ .

ʔahmadu naltaqii yawma⁀ljumuʕati ʕinda mahaṭṭati baabi⁀lluuqi
Ahmad: "We'll meet at Bab el-Louk Station on Friday."

رَكِبَ الأَصْدِقَاءُ الْقِطَارَ إِلَى حُلْوَانَ .

rakiba⁀lʔaṣdiqaaʔu⁀lqiṭaara ʔilaa hulwaana
The friends took the train to Helwan.

وَفِي حُلْوَانَ شَاهَدُوا شَوَارِعَهَا الْوَاسِعَةَ ،

wafii hulwaana šaahaduu šawaariʕaha⁀lwaasiʕata
In Helwan they saw its big streets,

وَمَبَانِيَهَا الْجَمِيلَةَ ، وَحَدَائِقَهَا الْمُنَسَّقَةَ .

wamabaaniyaha⁀ljamiilata wahadaaʔiqaha⁀lmunassaqata
beautiful buildings and well-arranged gardens.

وَذَهَبُوا إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ وَالْمَرْصَدِ .

waðahabuu ʔilaa ʕuyuuni lmiyaahi lmaʕdiniyyati walmarṣadi
They went to the mineral-water springs and the observatory.

وَعِنْدَ الظُّهْرِ قَالَتْ نِهَادُ :

waʕinda ððuhri qaalat nihaadu
At noon Nihad said,

تَعِبْنَا مِنَ السَّيْرِ . أَيْنَ نَسْتَرِيحُ ؟

taʕibnaa mina ssayri ʔayna nastariiħu
" We are tired of walking. Where shall we rest ? "

قَالَ أَحْمَدُ : نَسْتَرِيحُ فِى الْحَدِيقَةِ الْيَابَانِيَّةِ .

qaala ʔaħmadu nastariiħu fi lħadiiqati lyaabaaniyyati
Ahmad said, " Let's rest in the Japanese Garden.

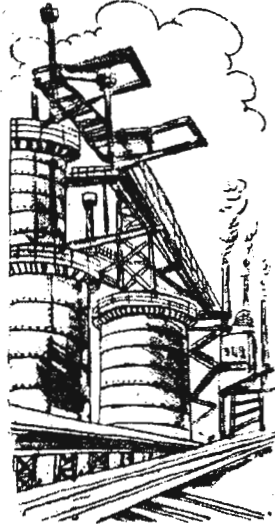
فِى الْحَدِيقَةِ مَقَاعِدُ مُرِيحَةٌ ، وَتَمَاثِيلُ بَدِيعَةٌ ، وَأَشْجَارٌ ظَلِيلَةٌ .

fi lħadiiqati maqaaʕidu muriiħatun watamaaθiilu badiiʕatun waʔaʃjaarun ðaliilatun
In the garden there are comfortable seats, beautiful statues and shady trees. "

اِسْتَرَاحَتِ الصَّدِيقَتَانِ فِى ظِلِّ شَجَرَةٍ .

ʔistaraaħati ṣṣadiiqataani fii ðilli ʃajaratin
The two friends (Nihad and Samira) had a rest in the shade of a tree.

وَجَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

wajalasa ṣṣadiiqaani ʕalaa maqʕadayni muriiħayni
The two friends (Nabil and Ahmad) sat on two comfortable seats.

وَفِى الْعَصْرِ قَالَ أَحْمَدُ :

wafi lʕaṣri qaala ʔaħmadu
In the afternoon Ahmad said,

مَصَانِعُ حُلْوَانَ كَثِيرَةٌ ، وَفِيهَا عُمَّالٌ مَاهِرُونَ ،

maṣaaniʕu ħulwaana kaθiiratun wafiihaa ʕummaalun maahiruuna
"Helwan has many factories where there are skilfull workers,

وَفِيهَا عَامِلَاتٌ نَشِيطَاتٌ .

wafiihaa ʕaamilaatun naʃiiṭaatun
and active women workers."

سَمِيرَةُ : هَيَّا نُشَاهِدْ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

samiiratu hayyaa nušaahid maṣnaʕa⁀lħadiidi waṣṣulbi
Samira: " Let's go and see the Iron and Steel Factory .

وَقَبْلَ الْغُرُوبِ رَكِبُوا الْقِطَارَ إِلَى الْقَاهِرَةِ .

waqbla⁀lġuruubi rakibu⁀lqiṭaara ʔila⁀lqaahirati
Before sunset they took the train (back) to Cairo.

ثُمَّ رَجَعُوا إِلَى مَنَازِلِهِمْ وَهُمْ يَقُولُونَ :

θumma rajaʕuu ʔilaa manaazilihim wahum yaquuluuna
They returned home saying:

حُلْوَانُ مَشْتًى جَمِيلٌ ، حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْعَمَلِ .

ħulwaanu maštan jamiilun ħulwaanu madiinatu⁀lmutʕati walʕamali
" Helwan is a beautiful winter resort: Helwan is the city of pleasure and (hard) work. "

GRAMMATICAL NOTES — اَلْمُلاَحَظَاتُ النَّحْوِيَّةُ

1. In Arabic, a word is either a ***noun***, a ***verb*** or a ***particle***.

   a - A noun denotes a person, an animal, or a thing.

   Examples :

   نَبِيلٌ – نِهَادُ – شَجَرَةٌ – مَرْصَدٌ – بَقَرَةٌ

   b - A verb denotes an action at a certain time.

   Examples:

   شَرِبَ – يَشْرَبُ – اِشْرَبْ

   c - A word which is not a noun or a verb is a particle.

   Examples:

   مِنْ – إِلَى – هَلْ – فِي

2. A verb is either ***past***, ***present*** or ***imperative***.

   a - The past (verb) denotes an action that took place in the past.

   Examples:

   رَكِبَ – رَجَعَ

   b - The present (verb) denotes an action that takes place in the present or the future.

   Examples:

   يَرْكَبُ – يَرْجِعُ

   c - The imperative expresses a request or an order.

   Examples:

   اِرْكَبْ – اِرْجِعْ

3. A noun is either ***masculine*** or ***feminine***.

   masculine .... رَجُلٌ – حِصَانٌ – طَائِرٌ – مَرْصَدٌ

   feminine .... سَمِيرَةٌ – نَعَامَةٌ – شَجَرَةٌ – مَائِدَةٌ

Feminine nouns generally have the feminine ending (ة ـة) اَلتَّاءُ الْمَرْبُوطَةُ.

Some feminine nouns however do not have the feminine ending.

Examples:

نِهَادُ – أُذُنٌ – عَيْنٌ – قَدَمٌ

4. A noun is either *singular*, *dual* or *plural*.

a - A singular noun denotes ONE.

Examples:

صَدِيقٌ - قِطَارٌ - مَصْنَعٌ

b - A dual noun denotes TWO (masculine or feminine).

Examples:

صَدِيقَانِ - قِطَارَانِ - مَصْنَعَانِ

The dual is formed by adding « انِ » or « يْنِ » to the singular.

Examples:

جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ ؛

c - A plural noun denotes more than TWO.

Examples:

أَصْدِقَاءُ - فَلَّاحُونَ - فَلَّاحَاتٌ

Plural nouns are of three kinds:

1. The *sound masculine plural*. It is formed by adding « ـُونَ » or « ـِينَ » to the masculine singular.

فِي الْمَصَانِعِ عُمَّالٌ مَاهِرُونَ . رَأَيْتُ فِي الْمَصْنَعِ عُمَّالًا مَاهِرِينَ .

2. The *sound feminine plural*. It is formed by adding « ـاتٌ » to the feminine singular.

فَلَّاحَاتٌ - شَجَرَاتٌ

3. The *broken plural*. It is formed by changing the form of the masculine or the feminine singular.

صَدِيقٌ ← أَصْدِقَاءُ - شَجَرَةٌ ← أَشْجَارٌ .

EXERCISES تمرينات

1. Indicate the nouns, the verbs and the particles in the following sentences:

ا – نَسْتَرِيحُ فِى الْحَدِيقَةِ الْيَابَانِيَّةِ .

ب – جَلَسَ نَبِيلٌ عَلَى مَقْعَدٍ مُرِيحٍ .

جـ – شَاهَدَ الْأَصْدِقَاءُ مَصْنَعَ الْحَدِيدِ وَالصُّلْبِ .

د – عَادَ أَحْمَدُ إِلَى مَنْزِلِه .

2. Fill in the blanks with either a noun or a verb:

ا – رَكِبَ الْأَصْدِقَاءُ . . . . . . إِلَى . . . . .

ب – . . . . . . الْأَصْدِقَاءُ إِلَى عُيُونِ الْمِيَاهِ الْمَعْدِنِيَّةِ .

جـ – . . . . . . نِهَادُ فِى . . . . . شَجَرَة .

د – هَيَّا نُشَاهِدْ . . . . . الْحَدِيدِ وَالصُّلْبِ .

3. Indicate the masculine nouns and the feminine nouns in the following:

ا – حُلْوَانُ مَدِينَةٌ جَمِيلَةٌ .

ب – شَمْسُهَا مُشْرِقَةٌ .

جـ – جَوُّهَا دَافِئٌ .

د – هَوَاؤُهَا جَافٌّ .

هـ – حُلْوَانُ مَدِينَةُ الْمُتْعَةِ وَالْجَمَالِ .

4. Indicate the singular, dual and plural nouns in the following. Then state the kind of each plural:

ا – نِهَادُ وَسَمِيرَةُ صَدِيقَتَانِ .

ب – أَنَا وَأَنْتَ صَدِيقَانِ .

جـ – جَلَسَ الصَّدِيقَانِ عَلَى مَقْعَدَيْنِ مُرِيحَيْنِ .

د – مَصَانِعُ حُلْوَانَ كَثِيرَةٌ .

هـ – فِيهَا عُمَّالٌ مَاهِرُونَ وَعَامِلَاتٌ نَشِيطَاتٌ .

اَلدَّرْسُ التَّاسِعُ وَالْخَمْسُونَ

ʔaddarsu‿ttaasiʕu walxamsuuna
Lesson Fifty Nine

اَلْجَامِعَةُ

ʔaljaamiʕatu
The University

حَاتِمٌ أَتَمَّ الدِّرَاسَةَ الثَّانَوِيَّةَ .

haatimun ʔatamma‿ddiraasata‿θθaanawiyyata
Hatem finished the secondary school education.

دَخَلَ حَاتِمٌ الْجَامِعَةَ .

daxala haatimunu‿ljaamiʕata
Hatem joined the University.

حَاتِمٌ يَسْكُنُ بِجِوَارِ نَبِيلٍ .

haatimun yaskunu bijiwaari nabiilin
Hatem lives next door to Nabil.

نَبِيلٌ قَالَ لِأُخْتِهِ نِهَادَ :

nabiilun qaala liʔuxtihi nihaada
Nabil said to his sister Nihad.

حَاتِمٌ أَقْبَلَ ، سَأَذْهَبُ إِلَيْهِ ،

ħaatimun ʔaqbala saʔaðhabu ʔilayhi
"Hatem has come. I'll go to him,

وَأَسْأَلُهُ فِي أَيِّ جَامِعَةٍ دَخَلَ .

waʔasʔaluhu fii ʔayyi jaamiʕatin daxala
and ask him which university he has joined."

نَبِيلٌ : فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

nabiilun fii ʔayyi jaamiʕatin ʔanta yaa ħaatimu
Nabil: " In which University are you Hatem? "

حَاتِمٌ : أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

ħaatimun ʔanaa fii jaamiʕati ͡ lqaahirati
Hatem: " I am in Cairo University. "

نَبِيلٌ : فِي أَيِّ كُلِّيَّةٍ دَخَلْتَ ؟

nabiilun fii ʔayyi kulliyyatin daxalta
Nabil: " Which college have you joined? "

حَاتِمٌ : دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

ħaatimun daxaltu kulliyyata ͡ lhandasati
Hatem: " I have joined the College of Engineering. "

نَبِيلٌ : كَمْ كُلِّيَّةً فِي الْجَامِعَةِ ؟

nabiilun kam kulliyyatan fi ͡ ljaamiʕati
Nabil: " How many colleges are there in the University? "

حَاتِمٌ : فِي الْجَامِعَةِ كُلِّيَّاتٌ كَثِيرَةٌ .

ħaatimun fi ͡ ljaamiʕati kulliyyaatun kaθiiratun
Hatem: " The University has many colleges. "

فِيهَا كُلِّيَّةُ الطِّبِّ ، وَكُلِّيَّةُ الصَّيْدَلَةِ ، وَكُلِّيَّةُ الطِّبِّ الْبَيْطَرِيِّ ،

fiihaa kulliyyatu͡ ttibbi wakulliyyatu͡ ssaydalati wakulliyyatu͡ ttibbi͡ lbaytariyyi

"There are the College of Medicine, the College of Pharmacology, the College of Veterinary Medicine,

وَكُلِّيَّةُ الْعُلُومِ ، وَكُلِّيَّةُ الاِقْتِصَادِ ، وَكُلِّيَّةُ التِّجَارَةِ ،

wakulliyyatu͡ lʕuluumi wakulliyyatu͡ liqtisaadi wakulliyyatu͡ ttijaarati

the College of Science, the College of Economics, the College of Commerce,

وَكُلِّيَّةُ الْآدَابِ ، وَكُلِّيَّةُ الْحُقُوقِ.

wakulliyyatu͡ lʔaadaabi wakulliyyatu͡ lhuquuqi

the College of Arts and the College of Law.

وَفِي كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

wafii kulli kulliyyatin ʔaqsaamun muxtalifatun

Each college has various departments."

نَبِيلٌ : كَمْ جَامِعَةً فِي جُمْهُورِيَّتِنَا ؟

nabiilun kam jaamiʕatan fii jumhuuriyyatinaa

Nabil : " How many Universities are there in our Republic ? "

حَاتِمٌ : فِي جُمْهُورِيَّتِنَا جَامِعَاتٌ كَثِيرَةٌ .

haatimun fii jumhuuriyyatinaa jaamiʕaatun kaθiiratun

Hatem: " There are many universities in our Republic. "

فِيهَا جَامِعَةُ عَيْنِ شَمْسٍ ، وَجَامِعَةُ الْأَزْهَرِ ، وَجَامِعَةُ الْإِسْكَنْدَرِيَّةِ ،

fiihaa jaamiʕatu ʕayni šamsin wajaamiʕatu͡ lʔazhari wajaamiʕatu͡ lʔiskandariyyati

There are the University of Ain-Shams, the University of Al-Azhar, the University of Alexandria,

وَجَامِعَةُ أَسْيُوطَ ، وَجَامِعَةُ الْمَنْصُورَةِ .

wajaamiʕatu ʔasyuuṭa wajaamiʕatu lmanṣuurati
the University of Assiut and the University of Mansourah."

نَبِيلٌ : هَلْ فِي الْجَامِعَةِ طَلَبَةٌ مِنْ بِلَادٍ أُخْرَى ؟

nabiilun hal fi ljaamiʕati ṭalabatun min bilaadin ʔuxraa
Nabil: " Are there students from other countries in the University ? "

حَاتِمٌ : نَعَمْ بِالْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

ħaatimun naʕam biljaamiʕati ṭalabatun min ʔanħaaʔi lʕaalami
Hatem : " Yes, there are students from all parts of the world in the University.

وَجَامِعَاتُنَا تُرَحِّبُ بِكُلِّ طَالِبٍ .

wajaamiʕaatunaa turaħħibu bikulli ṭaalibin
Our universities welcome every student."

نَبِيلٌ : شُكْرًا لَكَ يَا حَاتِمُ .

nabiilun šukran laka yaa ħaatimu
Nabil: " Thank you, Hatem.

أَنْتَ الْآنَ تَتَعَلَّمُ وَغَدًا تَكُونُ مُهَنْدِسًا عَظِيمًا .

ʔanta lʔaana tataʕallamu waġadan takuunu muhandisan ʕaðiiman
Now you are studying and in the future you will be a great engineer. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following words:

دَرْسٌ	قِسْمٌ	كُلِّيَّةٌ	جَامِعَةٌ
darsun	qismun	kulliyyatun	jaamiʕatun
a lesson	a department	a college	a university

None of these nouns denotes a specific thing. It is, therefore, called an *indefinite noun* « نَكِرَةٌ ».

2. Read the following words:

ħaatimun (Hatim - a person's name) — حَاتِمٌ

nabiilun (Nabil - « « «) — نَبِيلٌ

nihaadu (Nihad - « « «) — نِهَادُ

ʔaljaamiʕatu (the university) — اَلْجَامِعَةُ

kulliyyatu⁀ṣṣaydalati (the College of Pharmacology) كُلِّيَّةُ الصَّيْدَلَةِ

ʔanaa (I) أَنَا

Each of these nouns denotes a specific person or thing. It is, therefore, called a *definite noun* « مَعْرِفَةٌ ».

And so a noun may be either ***indefinite*** or ***definite***. An indefinite noun does not indicate a specific person or thing, whereas a definite noun indicates a specific person or thing.

EXERCISES تمرينات

1. Fill in the blanks with suitable nouns:

(ا) أَقْبَلَ . . . . . سَأَذْهَبُ إِلَيْهِ .

(ب) أَنَا فِي . . . . . الْقَاهِرَةِ .

(جـ) دَخَلَ حَاتِمٌ كُلِّيَّةَ . . . . .

(جـ) أَرْجُو أَنْ تَكُونَ مُهَنْدِساً . . . . .

2. Rearrange the words on each line to form a complete sentence:

(ا) نِهَادَ – قَالَ – لِأُخْتِهِ – نَبِيلٌ .

(ب) حَاتِمٌ – سَأَذْهَبُ – أَقْبَلَ – إِلَيْهِ .

(جـ) أَنَا – الْقَاهِرَةِ – جَامِعَةِ – فِي .

3. Indicate the indefinite nouns in the following sentences:

(ا) دَخَلَ حَاتِمٌ الْجَامِعَةَ .

(ب) فِي كُلِّ كُلِّيَّةٍ أَقْسَامٌ مُخْتَلِفَةٌ .

(جـ) فِي الْجَامِعَةِ طَلَبَةٌ مِنْ أَنْحَاءِ الْعَالَمِ .

4. Indicate the definite nouns in the following sentences:

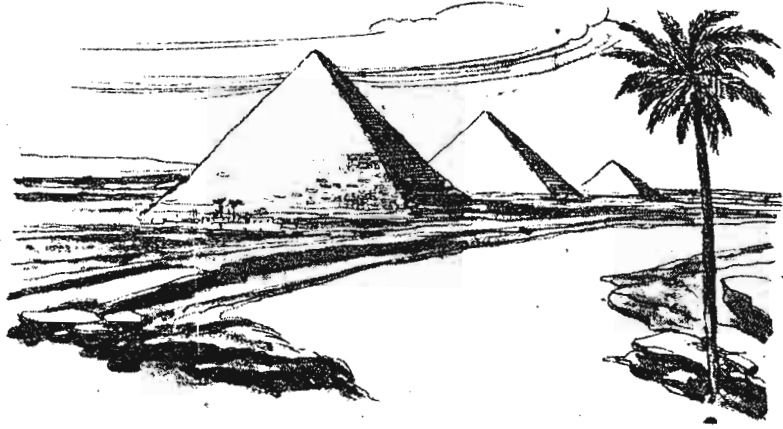
(ا) فِي أَيِّ جَامِعَةٍ أَنْتَ يَا حَاتِمُ ؟

(ب) أَنَا فِي جَامِعَةِ الْقَاهِرَةِ .

(جـ) دَخَلْتُ كُلِّيَّةَ الْهَنْدَسَةِ .

اَلدَّرْسُ السِّتُّونَ

ʔaddarsu ssittunna

Lesson Sixty

أَهْرَامُ الْجِيزَةِ

ʔahraamu ljiizati

The Pyramids of Guiza

أَتَمَّ حَاتِمٌ دِرَاسَتَهُ فِي الْجَامِعَةِ .

ʔatamma ħaatimun diraasatahu fi ljaamiʕati

Hatem has completed his university education.

وَسَافَرَ فِي بَعْثَةٍ دِرَاسِيَّةٍ إِلَى الْخَارِجِ .

wasaafara fi baʕθatin diraasiyyatin ʔila lxaariji

And went abroad on a study mission.

فَعَرَفَ كَثِيراً مِنَ الْأَصْدِقَاءِ .

faʕarafa kaθiiran mina lʔaṣdiqaaʔi

He made many friends there.

وَبَعْدَ عَوْدَتِهِ إِلَى بِلَادِهِ ،

wabaʕda ʕawdatihi ʔilaa bilaadihi
After his return to his country,

زَارَهُ صَدِيقٌ مِنَ بَاكِسْتَانَ .

zaarahu ṣadiiqun min paakistaana
a friend from Pakistan came to visit him.

وَرَغِبَ صَدِيقُهُ فِي زِيَارَةِ بَعْضِ الْآثَارِ .

waragiba ṣadiiquhu fii ziyaarati baʕḍi⁀lʔaaθaari
He wished to visit some monuments.

فَقَالَ لَهُ حَاتِمٌ : سَنَرَى الْيَوْمَ أَهْرَامَ الْجِيزَةِ .

faqaala lahu ḥaatimun sanara⁀lyawma ʔahraama⁀ljiizati
So Hatem told him, "We are going to see the Pyramids of Guiza today.".

وَرَكِبَ الصَّدِيقَانِ السَّيَّارَةَ .

warakiba⁀ṣṣadiiqaani⁀ssayyaarata
Hatem and his friend took a car.

وَسَارَتْ بِهِمَا فِي شَارِعِ الْهَرَمِ .

wasaarat bihimaa fii šaariʕi⁀lharami
The car took them along the Pyramids Road.

وَبَعْدَ مُدَّةٍ وَصَلَتِ السَّيَّارَةُ إِلَى الْأَهْرَامِ .

wabaʕda muddatin waṣalati⁀ssayyaaratu ʔila⁀lʔahraami
After a while the car arrived at the Pyramids.

فَقَالَ الصَّدِيقُ : أَرَى ثَلَاثَةَ أَهْرَامٍ .

faqaala⁀ṣṣadiiqu ʔaraa θalaaθata ʔahraamin
Hatem's friend said, "I see three Pyramids."

فَقَالَ حَاتِمٌ : هِيَ أَهْرَامُ الْجِيزَةِ .

faqaala ħaatimun hiya ʔahraamu ljiizati
Hatem said, " They are the Pyramids of Guiza.

اَلْهَرَمُ الْأَكْبَرُ بَنَاهُ خُوفُو .

ʔalharamu lʔakbaru banaahu xuufuu
The great Pyramid was built by Cheops.

وَالْهَرَمُ الْأَوْسَطُ بَنَاهُ خَفْرَعُ .

walharamu lʔawsaṭu banaahu xafraʕu
The middle Pyramid was built by Chefren.

وَالْهَرَمُ الْأَصْغَرُ بَنَاهُ مَنْقَرَعُ .

walharamu lʔaṣɣaru banaahu manqaraʕu
The small Pyramid was built by Menkaure.

وَفِي سَقَّارَةَ هَرَمٌ مُدَرَّجٌ بَنَاهُ زُوسَرُ .

wafii saqqaarata haramun mudarrajun banaahu zuusaru
At Sakkara there is the Step Pyramid built by Zoser."

مَا هَذَا الْأَسَدُ يَا حَاتِمُ ؟

maa haaða lʔasadu yaa ħaatimu
What's that lion, Hatem?

هَذَا تِمْثَالُ أَبِي الْهَوْلِ يَا صَدِيقِي .

haaðaa timθaalu ʔabi lhawli yaa ṣadiiqii
This is the Sphinx, my friend.

جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

jismuhu jismu ʔasadin waraʔsuhu raʔsu ʔinsaanin
It has the body of a lion and the head of a human being.

وَفِي الْمَسَاءِ تَسْمَعُ صَوْتَهُ .

wafi lmasaaʔi tasmaʕu ṣawtahu
At night you hear it talk (hear its voice).

عَجِيبٌ ! كَيْفَ يَتَكَلَّمُ التِّمْثَالُ ؟

ʕajiibun kayfa yatakallamu ttimθaalu
Strange ! How can a statue talk ?

اِنْتَظِرْ وَسَتَرَى وَتَسْمَعُ .

ʔintaḍir wasataraa watasmaʕu
Wait , see, and hear

وَفِي الْمَسَاءِ أَضَاءَتِ الْأَهْرَامُ وَأَبُو الْهَوْلِ .

wafi lmasaaʔi ʔaḍaaʔati lʔahraamu waʔabu lhawli
In the evening the Pyramids and the Sphinx were floodlit.

وَقَصَّ كُلُّ هَرَمٍ تَارِيخَهُ .

waqaṣṣa kullu haramin taariixahu
Each Pyramid told its history.

وَتَكَلَّمَ أَبُو الْهَوْلِ وَقَصَّ تَارِيخَهُ .

watakallama ʔabu lhawli waqaṣṣa taariixahu
The Sphinx talked and told its history, too.

وَانْتَهَى عَرْضُ الصَّوْتِ وَالضَّوْءِ .

wantahaa ʕarḍu ṣṣawti waḍḍawʔi
The Sound and Light show was over.

فَقَالَ الصَّدِيقُ لِحَاتِمٍ :

faqaala͡ ṣṣadiiqu liħaatimin
Hatem's friend said to him,:

بِلَادُكُمْ جَمِيلَةٌ وَآثَارُهَا عَظِيمَةٌ .

bilaadukum jamiilatun waʔaaθaaruhaa ʕaḍ̣iimatun
" Your country is beautiful and its monuments are great. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1.

مَنْقَرَعُ	خَفْرَعُ	خُوفُو	حَاتِمٌ
manqaraʕu	xafraʕu	xuufuu	ħaatimun
أَبُو الْهَوْلِ	سَقَّارَةُ	اَلْجِيزَةُ	زُوسَرُ
ʔabu lhawli	saqqaaratu	ʔaljiizatu	zuusaru

Each of these nouns denotes a specific person, place or thing. It is, therefore, called a ***definite noun.***

2.

أَسَدٌ	سَيَّارَةٌ	صَدِيقٌ	جَامِعَةٌ
ʔasadun	sayyaaratun	ṣadiiqun	jaamiʕatun
a lion	a car	a friend	a university
اَلْأَسَدُ	اَلسَّيَّارَةُ	اَلصَّدِيقُ	اَلْجَامِعَةُ
ʔalʔasadu	ʔassayyaaratu	ʔaṣṣadiiqu	ʔaljaamiʕatu
the lion	the car	the friend	the University

Each noun on the first line is indefinite. But with the definite article ʔal « اَلْ » attached to it, as on the second line, it becomes definite.

3. Two main types of definite nouns are:

   (a) Proper nouns.

   (b) Nouns defined by the definite article ʔal « اَلْ ».

EXERCISES تمرينات

1. Fill in the blanks with suitable proper nouns:

ا ـ أَتَمَّ . . . . . دِرَاسَتَهُ فِى الْجَامِعَةِ .

ب ـ اَلْهَرَمُ الأَكْبَرُ بَنَاهُ . . . . .

ج ـ اَلْهَرَمُ الأَوْسَطُ بَنَاهُ . . . . .

د ـ . . . . . جِسْمُهُ جِسْمُ أَسَدٍ ، وَرَأْسُهُ رَأْسُ إِنْسَانٍ .

ه ـ اَلأَهْرَامُ الثَّلاَثَةُ فى . . . . .

2. Fill in the blanks with nouns defined by « ال » :

(١) عَرَفَ حَاتِمٌ كَثِيراً مِنْ . . . . .

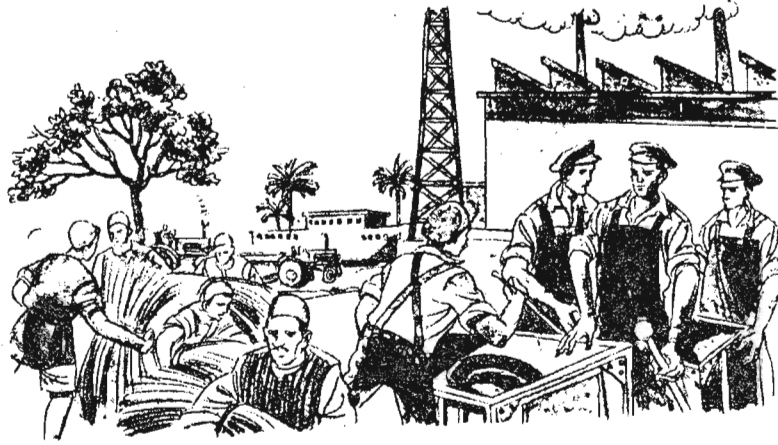
(٢) مَا هَذَا . . . . . يَا حَاتِمُ ؟

(٣) . . . . . الأَكْبَرُ بَنَاهُ خُوفُو .

3. Prefix « ال » to each of the following words. Then use each new word in a complete sentence:

شَجَرَةٌ ـ مَكْتَبَةٌ ـ مُدَرِّسٌ ـ جَامِعٌ ـ فَلاَّحٌ

اَلدَّرْسُ الْحَادِى وَالسِّتُّونَ

ʔaddarsu͡ lħaadii wassittuuna
Lesson Sixty One

اَلْعَمَلُ

ʔalʕamalu
Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

qaala͡ lfallaaħu libnihi
The farmer said to his son,

أَنَا أَعْمَلُ فِى الْحَقْلِ .

ʔanaa ʔaʕmalu fi͡ lħaqli
"I work in the field,

وَأَنْتَ تَتَعَلَّمُ فِى الْمَدْرَسَةِ .

waʔanta tataʕallamu fi͡ lmadrasati
and you learn at school.

نَحْنُ نَعْمَلُ وَنَتَعَلَّمُ .

naħnu naʕmalu wanataʕallamu
We work and learn."

قَالَتِ الْبِنْتُ لِأُخْتِهَا :

qaalati lbintu li?uxtihaa
The girl said to her sister,

أَنَا عَامِلَةٌ فِى الْمَصْنَعِ ، وَأَنْتِ طَبِيبَةٌ فِى الْمُسْتَشْفَى .

?anaa ʕaamilatun fi lmasnaʕi wa?anti tabiibatun fi lmustašfaa
" I am a worker at the factory and you are a doctor at the hospital.

نَحْنُ نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

nahnu naʕmalu wanaxdumu watananaa
We work and serve our country. "

قَالَ الْوَلَدُ لِوَالِدَيْهِ :

qaala lwaladu liwaalidayhi
The boy said to his parents,

أَنْتُمَا الْآنَ تَسْتَرِيحَانِ .

?antuma l?aana tastariihaani
" You (two) are resting now.

وَأَنَا وَإِخْوَتِى نَخْدُمُكُمَا .

wa?anaa wa?ixwatii naxdumukumaa
I and my brothers look after you."

نَحْنُ نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

naħnu naʕmalu min ʔajli ʔusratinaa wawaṭaninaa
We work for our family and country."

قَالَ النَّاقِدُ لِلْمُمَثِّلِينَ :

qaala͡ nnaaqidu lilmumaθθiliina
The critic said to the actors,

أَنْتُمْ تَسْتَحِقُّونَ التَّهْنِئَةَ .

ʔantum tastaħiqquuna͡ ttahniʔata
" You deserve to be congratulated.

كُلُّ وَاحِدٍ مِنْكُمْ بَذَلَ جُهْدَهُ .

kullu waaħidin minkum baðala juhdahu
Each one of you did his best,

وَأَدَّى دَوْرَهُ بِنَجَاحٍ .

waʔaddaa dawrahu binajaaħin
and played his part successfully."

ثُمَّ الْتَفَتَ إِلَى الْمُمَثِّلَاتِ وَقَالَ :

θumma͡ ltafata ʔila͡ lmumaθθilaati waqaala
Then he turned to the actresses, and said,

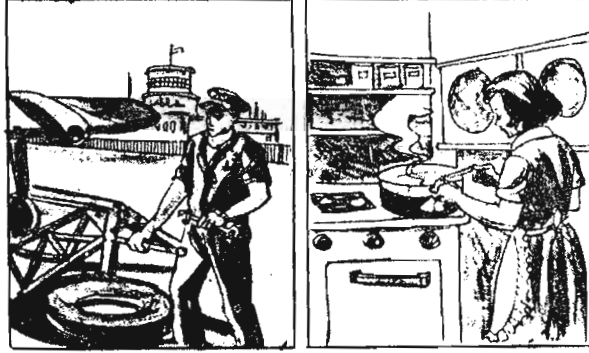
أَنْتُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ .

ʔantunna jadiiraatun bittaṣfiiqi
" And you are worthy of applause.

كُلُّ وَاحِدَةٍ أَدَّتْ دَوْرَهَا بِبَرَاعَةٍ .

kullu waahidatin ʔaddat dawrahaa bibaraaʕatin
Each one of you played her part skilfully."

قَالَ الْمُخْرِجُ : نَعَمْ ، هُنَّ جَدِيرَاتٌ بِالتَّصْفِيقِ ، وَهُمْ يَسْتَحِقُّونَ التَّهْنِئَةَ .

qaala lmuxriju naʕam hunna jadiiraatun bittaṣfiiqi wahum yastaḥiqquuna ttahniʔata
The director said: "Yes, they (the actresses) are worthy of applause, and they (the actors) deserve to be congratulated."

اَلزَّوْجَةُ تَعْمَلُ فِي الْبَيْتِ .

ʔazzawjatu taʕmalu fi lbayti
The housewife works at home.

هِيَ تَغْسِلُ وَتَكْنِسُ وَتَطْبُخُ وَتُرَبِّي الْأَوْلَادَ

hiya taɡsilu wataknisu wataṭbuxu waturabbi lʔawlaada
She washes, sweeps, cooks and brings up the children.

وَالزَّوْجُ يَعْمَلُ فِي الْمَطَارِ . وَهُوَ يَعْمَلُ طُولَ النَّهَارِ .

wazzawju yaʕmalu fi lmaṭaari wahuwa yaʕmalu ṭuula nnahaari
The husband works at the airport. He works all day long.

وَفِي الْمَسَاءِ يَعُودُ إِلَى الْبَيْتِ .

wafi lmasaaʔi yaʕuudu ʔila lbayti
In the evening he returns home.

وَبَعْدَ الْعَشَاءِ يَجْلِسُ الْوَالِدَانِ حَوْلَ الرَّادْيُو .

wabaʕda͡ lʕašaaʔi yajlisu͡ lwaalidaani ħawla͡ rraadyoo
After supper the parents sit by the radio.

هُمَا يُحِبَّانِ الْأَغَانِيَ وَالْأَحَادِيثَ .

humaa yuħibbaani͡ lʔagaaniya walʔaħaadiiθa
They like songs and talks.

وَيَذْهَبُ الْأَوْلَادُ إِلَى حُجْرَتِهِمْ .

wayaðhabu͡ lʔawlaadu ʔilaa ħujratihim
The children go to their room.

هُمْ يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

hum yuħibbuuna͡ llaʕiba billuʕabi
They like to play with toys.

هَذِهِ أُسْرَةٌ سَعِيدَةٌ .

haaðihi ʔusratun saʕiidatun
This is a happy family.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Personal pronouns are of two kinds: *separate* and *suffixed.*
2. Following is a table containing the separate pronouns in Arabic.

	المتكلم *First Person*	المخاطب *Second Person*	الغائب *Third Person*
	المذكر – المؤنث *feminine - masculine*	المذكر – المؤنث *feminine - masculine*	المذكر – المؤنث *feminine - masculine*
المفرد *Singular*	أَنَا I	أَنْتِ you — أَنْتَ you	هِيَ she — هُوَ he
المثنى *Dual*	نَحْنُ we	أَنْتُمَا you	هُمَا they
الجمع *Plural*	نَحْنُ we	أَنْتُنَّ you — أَنْتُمْ you	هُنَّ they — هُمْ they

3. Note that the first person personal pronouns « أَنَا – نَحْنُ » are the same for both masculine and feminine.

Note that dual pronouns denoting the second and third persons « أَنْتُمَا – هُمَا » are the same for both masculine and feminine.

4. Suffixed pronouns will be dealt with later on.

EXERCISES — تمرينات

1. Underline the separate personal pronoun in each of the following sentences. Then indicate its kind with reference to the table contained in the grammatical notes.

ا – أَنَا مُهَنْدِسٌ .

ب – هُمْ اسْتَمَعُوا إِلَى الرَّادْيُو .

جـ – نَحْنُ طُلَّابٌ فِي كُلِّيَّةِ الطِّبِّ .

د – أَنْتِ عَامِلَةٌ مَاهِرَةٌ .

هـ – أَنْتُمَا صَدِيقَانِ مُخْلِصَانِ .

2. Fill in each of the following blanks with a pronoun chosen from those given in brackets:

(أَنْتُنَّ – نَحْنُ – هُمَا – أَنْتُمَا – هُمْ)

ا – . . . . . . يُحِبَّانِ الْأَغَانِيَ وَالْأَحَادِيثَ .

ب – . . . . . . يُحِبُّونَ اللَّعِبَ بِاللُّعَبِ .

جـ – . . . . . . نَعْمَلُ وَنَخْدُمُ وَطَنَنَا .

د – قَالَ النَّاقِدُ لِلْمُمَثِّلَاتِ : . . . . . . جَدِيرَاتٌ بِالتَّصْفِيقِ .

هـ – قَالَ الْوَلَدُ لِوَالِدَيْهِ : . . . . . . الْآنَ تَسْتَرِيحَانِ .

3. Fill in the blanks with suitable pronouns:

ا – . . . . . . زَوْجَانِ سَعِيدَانِ .

ب – . . . . . . نَعْمَلُ مِنْ أَجْلِ أُسْرَتِنَا وَوَطَنِنَا .

جـ – . . . . . . تَعْمَلِينَ فِي الْمُسْتَشْفَى .

د – . . . . . . يَجْلِسَانِ حَوْلَ الرَّادْيُو .

هـ – . . . . . . يَعْمَلُ فِي الْمَطَارِ .

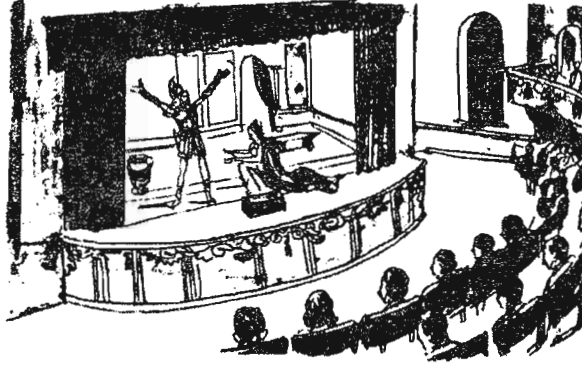
4. Rewrite the following sentence addressing the sound masculine plural and the sound feminine plural:

أَنْتَ مُمَثِّلٌ مَاهِرٌ .

5. Rewrite the following sentence replacing the pronoun « هُوَ » by its dual form and then by its masculine plural form:

هُوَ طَبِيبٌ مَاهِرٌ .

اَلدَّرْسُ الثَّانِي وَالسِّتُّونَ

ʔaddarsu͡ θθaanii wassittuuna
Lesson Sixty Two

فِي الْمَسْرَحِ

fi͡ lmasraħi
At the Theatre

دَخَلَ سَالِمٌ وَنَبِيلٌ الْمَسْرَحَ ،

daxala saalimun wanabiilunu͡ lmasraħa
Salim and Nabil went into the theatre,

وَجَلَسَا فِي مَقْعَدَيْنِ مُتَجَاوِرَيْنِ .

wajalasaa fii maqʕadayni mutajaawirayni
and sat next to each other.

وَامْتَلَأَتِ الْمَقَاعِدُ بِالْمُتَفَرِّجِينَ .

wamtalaʔati͡ lmaqaaʕidu bilmutafarrijiina
The seats were occupied by the spectators.

قَرَأَ نَبِيلٌ الْبَرْنَامَجَ الَّذِى فِى يَدِهِ .

qaraʔa nabiilunu⁀lbarnaamaja⁀llaðii fii yadihi
Nabil read the programme that he had in his hand.

وَعَرَفَ اسْمَ الرِّوَايَةِ الَّتِى سَيُشَاهِدُهَا .

waʕarafa⁀sma⁀rriwaayati⁀llatii sayušaahiduhaa
He knew the title of the play he was going to see.

وَعَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ ،

waʕarafa⁀lmumaθθila⁀llaðii yaquumu bidawri⁀lbaṭali
He knew the actor who was going to play the part of the hero,

وَالْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

walmumaθθilata⁀llatii taquumu bidawri⁀lbaṭalati
and the actress who was going to play the part of the heroine.

وَعَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ ،

waʕarafa⁀lmumaθθiliina⁀llaðiina yaquumuuna biʔadwaari⁀rrijaali
He knew those who were going to act the men's parts,

وَالْمُمَثِّلَاتِ اللَّاتِى يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

walmumaθθilaati⁀llaatii yaqumna biʔadwaari⁀nnisaaʔi
and those who were going to act the women's parts.

وَبَعْدَ قَلِيلٍ انْطَفَأَتِ الْأَنْوَارُ الَّتِى فِى الْقَاعَةِ .

wabaʕda qaliilin⁀inṭafaʔati⁀lʔanwaaru⁀llatii fi⁀lqaaʕati
After a while, the lights in the hall went off.

وَبَدَأَ التَّمْثِيلُ .

wabadaʔa⁀ttamθiilu
The play began.

وَبَعْدَ ثَلَاثِ سَاعَاتٍ انْتَهَتِ الْمَسْرَحِيَّةُ .

wabaʕda θalaaθi saaʕaatin⁀intahati⁀lmasraḥiyyatu
After three hours the play was over.

وَخَرَجَ سَالِمٌ وَنَبِيلٌ مِنَ الْمَسْرَحِ .

waxaraja saalimun wanabiilun mina⁀lmasraħi
Salim and Nabil left the theatre.

وَقَالَ سَالِمٌ لِنَبِيلٍ :

waqaala saalimun linabiilin
Salim said to Nabil,

مَاذَا أَعْجَبَكَ فِي الْمَسْرَحِيَّةِ ؟

maaðaa ʔaʕjabaka fi⁀lmasraħiyyati
" What did you like in the play? "

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

أَعْجَبَتْنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ ،

ʔaʕjabatni⁀lmumaθθilataani⁀llataani ðaharataa fi⁀lfaṣli⁀lʔawwali
" I liked the two actresses who appeared in the first act,

وَالْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

walmuganniyaani⁀llaðaani kaanaa fi⁀lfaṣli⁀lʔaxiiri
and the two singers who took part in the last act. "

GRAMMATICAL NOTES

اَلْمُلاَحَظَاتُ النَّحْوِيَّةُ

1. ʔallaðii — اَلَّذِى

ʔallatii — اَلَّتِى

ʔallaðaani — اَللَّذَانِ

ʔallataani — اَللَّتَانِ

ʔallaðiina — اَلَّذِينَ

ʔallaatii — اَللاَّتِى

The words listed above are the *relative pronouns* in Arabic.

2. ʔallaðii اَلَّذِى is the relative pronoun for the masculine singular (both human and non- human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَ الَّذِى يَقُومُ بِدَوْرِ الْبَطَلِ .

الذى is related to الممثل (a human being).

b - Denoting a non-human (a thing):

قَرَأَ الْبَرْنَامَجَ الَّذِى فِى يَدِهِ .

الذى is related to البرنامج (a thing).

3. ʔallatii الَّتِى is the relative pronoun for the feminine singular (both human and non-human):

a - Denoting a human being:

عَرَفَ الْمُمَثِّلَةَ الَّتِى تَقُومُ بِدَوْرِ الْبَطَلَةِ .

التى is related to الممثلة (a human being).

b - Denoting a non-human (thing):

عَرَفَ اسْمَ الرِّوَايَةِ الَّتِي سَيُشَاهِدُهَا .

التى is related to الرواية (a thing).

4. a - ʔallaðaani اللَّذَانِ is the relative pronoun for the masculine dual (both human and non-human):

أَعْجَبَنِي الْمُغَنِّيَانِ اللَّذَانِ كَانَا فِي الْفَصْلِ الْأَخِيرِ .

اللذان is related to المغنيان (human dual).

أَعْجَبَنِي الْكِتَابَانِ اللَّذَانِ قَرَأْتُهُمَا .

اللذان is related to الكتابان (non-human dual).

b - ʔallataani اللَّتَانِ is the relative pronoun for the feminine dual (both human and non-human).

أَعْجَبَتْنِي الْمُمَثِّلَتَانِ اللَّتَانِ ظَهَرَتَا فِي الْفَصْلِ الْأَوَّلِ .

اللتان is related to الممثلتان (human dual).

أَعْجَبَتْنِي الْمَسْرَحِيَّتَانِ اللَّتَانِ شَاهَدْتُهُمَا .

اللتان is related to المسرحيتان (non - human dual).

5. ʔallaðiina الَّذِينَ is the relative pronoun for the masculine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلِينَ الَّذِينَ يَقُومُونَ بِأَدْوَارِ الرِّجَالِ .

6. ʔallaatii اللَّاتِي is the relative pronoun for the feminine plural. It is used only for human beings.

عَرَفَ الْمُمَثِّلَاتِ اللَّاتِي يَقُمْنَ بِأَدْوَارِ النِّسَاءِ .

7. ʔallatii اَلَّتِى is also used for non-human plurals.

بَعْدَ قَلِيلٍ انْطَفَأَتِ الأَنْوَارُ الَّتِي فِي الْقَاعَةِ .

	المفرد *Singular*	المثنى *Dual*		الجمع *Plural*	
النوع *Gender*	عاقل وغير عاقل *Human & Non-human*	عاقل وغير عاقل *Human & Non-human*		عاقل *Human*	غير عاقل *Non-human*
المذكر *Masculine*	اَلَّذِى	اَللَّذَانِ	اَللَّذَيْنِ	اَلَّذِينَ	اَلَّتِى
المؤنث *Feminine*	اَلَّتِي	اَللَّتَانِ	اَللَّتَيْنِ	اَللَّاتِي	اَلَّتِى

EXERCISES — تمرينات

1. **Fill in the blanks with suitable relative pronouns:**

(ا) اَلرِّوَايَةُ . . . . . شَاهَدَهَا سَالِمٌ وَنَبِيلٌ جَمِيلَةٌ .

(ب) أَعْجَبَنِي الْمُمَثِّلُ . . . . . قَامَ بِدَوْرِ الْبَطَلِ .

(جـ) ضَحِكَ الْمُتَفَرِّجُونَ . . . . . شَاهَدُوا الرِّوَايَةَ .

(د) أَعْجَبَتْنِي الْمُمَثِّلَةُ . . . . . قَامَتْ بِدَوْرِ الْبَطَلَةِ .

2. **Fill in each of the blanks with a relative pronoun chosen from those given in brackets:**

(ا) اَلْحَقِيبَةُ . . . . . يَحْمِلُهَا رَاشِدٌ صَغِيرَةٌ . (اللذان . التى . اللذين)

(ب) اَلْخُبْزُ . . . . . يُصْنَعُ مِنَ الْقَمْحِ لَذِيذٌ . (اللاتى . اللتان . الذى)

(جـ) اَلْفَلَّاحَاتُ . . . . . يَحْلُبْنَ الْبَقَرَةَ نَشِيطَاتٌ . (اللتان . اللاتى . التى)

(د) اَلطَّائِرَةُ . . . . . تَطِيرُ فِي الْهَوَاءِ سَرِيعَةٌ . (التى . الذى . الذين)

(هـ) اَلتِّلْمِيذَانِ ..... ذَاكَرَا دُرُوسَهُمَا نَاجِحَانِ . (التى . اللتان . اللذان)

3. اَلْمُمَثِّلَةُ الَّتِي عَلَى الْمَسْرَحِ بَطَلَةٌ .

a - Replace the noun الممثلة by its dual form and make other necessary changes.

b - Replace the noun الممثلة by its plural form and make other necessary changes.

4. اَلْفَلاَّحُ الَّذِى فِى الْحَقْلِ مُجْتَهِدٌ .

a - Replace the noun الفلاح by its dual form and make other necessary changes.

b - Replace the noun الفلاح by its plural form and make other necessary changes.

اَلدَّرْسُ الثَّالِثُ وَالسِّتُّونَ

ʔaddarsu θθaaliθu wassittuuna
Lesson Sixty Three

مَجَلَّةُ نَبِيلٍ وَمَجَلَّةُ نِهَادَ

majallatu nabiilin wamajallatu nihaada
Nabil's Magazine and Nihad's Magazine

نَبِيلٌ يَشْتَرِى مَجَلَّتَهُ كُلَّ أُسْبُوعٍ .

nabiilun yaštarii majallatahu kulla ʔusbuuʕin
Nabil buys his magazine every week.

وَنِهَادُ تَشْتَرِى مَجَلَّتَهَا كُلَّ أُسْبُوعٍ .

wanihaadu taštarii majallatahaa kulla ʔusbuuʕin
And Nihad buys her magazine every week.

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

هَذَا هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِى.

haaðaa huwa lʕadadu ljadiidu min majallatii
"This is the new issue of my magazine."

وَقَالَتْ نِهَادُ لِوَالِدِهَا :

waqaalat nihaadu liwaalidihaa
Nihad said to her father,

هَذِهِ مَجَلَّتِي . اِشْتَرَيْتُهَا هَذَا الصَّبَاحَ .

haaðihi majallatii ʔištaraytuhaa haaða ṣṣabaaħa
" This is my magazine. I bought it this morning. "

سَأَلَ سَالِمٌ ابْنَهُ :

saʔala saalimuni bnahu
Salim asked his son,

هَلْ أَعْجَبَكَ الْعَدَدُ الْجَدِيدُ ؟

hal ʔaʕjabaka lʕadadu ljadiidu
" Did you like the new issue ? "

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي ، أُفَضِّلُهُ عَلَى عَدَدِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhu ʕalaa ʕadadi lʔusbuuʕi lmaaḍii
" Yes, father. I prefer it to last week's issue.

هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .

haaða lʕadadu xayrun min ðaalika lʕadadi
This issue is better than that (last week's) issue."

وَقَالَتْ نِهَادُ :

waqaalat nihaadu
Nihad said,

كَانَتْ مَجَلَّتِي لَطِيفَةً ذَلِكَ الأُسْبُوعَ . وَهِيَ لَطِيفَةٌ أَيْضاً هَذَا الأُسْبوعَ.

kaanat majallatii laṭiifatan ðaalika lʔusbuuʕa wahiya laṭiifatun ʔayḍan haaða lʔusbuuʕa

" Last week's magazine was nice. This week's magazine is nice, too.

هِيَ لَطِيفَةٌ تِلْكَ الْمَرَّةَ وَهَذِهِ الْمَرَّةَ .

hiya laṭiifatun tilka lmarrata wahaaðihi lmarrata

It was nice that time and it is nice this time. "

سَأَلَ سَالِمٌ ابْنَتَهُ :

saʔala saalimuni bnatahu

Salim asked his daughter,

مَنْ أَبْطَالُ مَجَلَّتِكِ هَذَا الأُسْبُوعَ ؟

man ʔabṭaalu majallatiki haaða lʔusbuuʕa

" What heroes (characters) are in this week's magazine ? "

فَتَحَتْ نِهَادُ مَجَلَّتَهَا وَقَالَتْ :

fataħat nihaadu majallatahaa waqaalat

Nihad opened her magazine and said,

هَذَا بَطَلٌ ، وَهَذَا بَطَلٌ ، وَهَذِهِ بَطَلَةٌ ، هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي .

haaðaa baṭalun wahaaðaa baṭalun wahaaðihi baṭalatun haaʔulaaʔi ʔabṭaalu majallatii

" This is a hero and this is a hero and this is a heroine. These are the heroes of my magazine. "

وَسَأَلَ سَالِمٌ ابْنَهُ :

wasaʔala saalimuni bnahu

Salim asked his son,

كَمْ قِصَّةً فِي مَجَلَّتِكَ هَذِهِ الْمَرَّةَ ؟

kam qiṣṣatan fii majallatika haaðihi lmarrata

" How many stories are there in your magazine this time ? "

فَتَحَ نَبِيلٌ مَجَلَّتَهُ وَقَالَ :

fataha nabiilun majallatahu waqaala
Nabil opened his magazine and said,

هَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، وَهَذِهِ قِصَّةٌ ، هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi qiṣṣatun wahaaðihi qiṣṣatun wahaaðihi qiṣṣatun haaðihi qiṣaṣun θalaaθun
"This is a story and this is a story and this is a story. These are three stories."

قَالَ سَالِمٌ :

qaala saalimun
Salim said,

وَهَلْ أَعْجَبَتْكَ هَذِهِ الْقِصَصُ يَا نَبِيلُ ؟

wahal ʔaʕjabatka haaðihi lqiṣaṣu yaa nabiilu
"Did you like these stories, Nabil ?"

أَجَابَ نَبِيلٌ :

ʔajaaba nabiilun
Nabil answered,

نَعَمْ يَا أَبِي . أُفَضِّلُهَا عَلَى قِصَصِ الْأُسْبُوعِ الْمَاضِي .

naʕam yaa ʔabii ʔufaḍḍiluhaa ʕalaa qiṣaṣi lʔusbuuʕi lmaaḍii
"Yes, father. I prefer them to last week's (stories).

هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

haaðihi lqiṣaṣu xayrun min tilka lqiṣaṣi
These stories are better than those (last week's)."

هَؤُلَاءِ الْأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الْأَبْطَالِ .

haaʔulaaʔi lʔabṭaalu ʔaʕðamu min ʔulaaʔika lʔabṭaali
These heroes are greater than those (last week's) heroes."

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. haaðaa هَذَا , haaðihi هَذِهِ , haaʔulaaʔi هَؤُلَاءِ are demonstrative pronouns denoting what is near the speaker.

(a) هَذَا بَطَلٌ . هَذَا هُوَ الْعَدَدُ الْجَدِيدُ .
هَذِهِ بَطَلَةٌ . هَذِهِ مَجَلَّتِي .

haaðaa هَذَا denotes the masculine singular, human (بطل) or non-human (العدد).
haaðihi هَذِهِ denotes the feminine singular, human (بطلة) or non-human (مجلتى).

(b) هَؤُلَاءِ أَبْطَالُ مَجَلَّتِي . هَؤُلَاءِ بَطَلَاتُ مَجَلَّتِي .

haaʔulaaʔi هَؤُلَاءِ denotes human plurals, either masculine (أبطال) or feminine (بطلات).

(c) هَذِهِ أَعْدَادُ الْمَجَلَّةِ . هَذِهِ قِصَصٌ ثَلَاثٌ .

haaðihi هَذِهِ denotes non-human plurals, either masculine (أعداد) or feminine (قصص) .

2. ðaalika ذَلِكَ , tilka تِلْكَ , ʔulaaʔika أُولَئِكَ are demonstrative pronouns denoting what is distant from the speaker.

(a) ذَلِكَ بَطَلٌ . هَذَا الْعَدَدُ خَيْرٌ مِنْ ذَلِكَ الْعَدَدِ .
تِلْكَ بَطَلَةٌ . كَانَتِ الْمَجَلَّةُ لَطِيفَةً تِلْكَ الْمَرَّةَ .

ðaalika ذَلِكَ denotes the masculine singular, either human (بطل) or non-human (عدد).

tilka تِلْكَ denotes the feminine singular, either human (بطلة) or non-human (المرة).

(b) هَؤُلَاءِ الأَبْطَالُ أَعْظَمُ مِنْ أُولَئِكَ الأَبْطَالِ .
هَؤُلَاءِ الْبَطَلَاتُ أَعْظَمُ مِنْ أُولَئِكَ الْبَطَلَاتِ .

ʔulaaʔika أُولَئِكَ denotes human plurals, either masculine (الأبطال) or feminine (البطلات).

(c) هَذِهِ الأَعْدَادُ خَيْرٌ مِنْ تِلْكَ الأَعْدَادِ .
هَذِهِ الْقِصَصُ خَيْرٌ مِنْ تِلْكَ الْقِصَصِ .

tilka تِلْكَ denotes non-human plurals, either masculine (الأعداد) or feminine (القصص).

للبعيد *distant*	للقريب *near*	
ذَلِكَ that	هَذَا this	المفرد المذكر *masculine singular*
تِلْكَ that	هَذِهِ this	المفردة المؤنثة *feminine singular*
أُولَئِكَ those	هَؤُلَاءِ these	الجمع العاقل *plural (human)*
تِلْكَ those	هَذِهِ these	الجمع غير العاقل *plural (non-human)*

تمرينات EXERCISES

1. Fill in the blanks with suitable demonstrative pronouns:

(ا) . . . . . هُوَ الْعَدَدُ الْجَدِيدُ مِنْ مَجَلَّتِي .

(ب) . . . . . مَجَلَّتِي اشْتَرَيْتُهَا . . . . . الصَّبَاحَ .

(جـ) هَذَا الْعَدَدُ خَيْرٌ مِنْ . . . . . الْعَدَدِ .

(د) هَذِهِ الْقِصَصُ خَيْرٌ مِنْ . . . . . الْقِصَص .

(هـ) . . . . . أَبْطَالُ مَجَلَّتِي .

2. Fill in the blanks with « هَذَا » or « هَذِهِ » :

(ا) اَلْغُرَابُ يَشْرَبُ مِنْ . . . . . الْقَنَاةِ .

(ب) . . . . . غُرَابٌ ، وَ . . . . . حَمَامَةٌ .

(جـ) . . . . . بَطَّةٌ ، وَ . . . . . وَزَّةٌ .

(د) . . . . . أَعْمِدَةُ التِّلِيفُونِ وَالتِّلِغْرَافِ .

(هـ) . . . . . الْبَيْتُ صِحِّيٌّ .

3. Fill in the blanks « ذَلِكَ » or « تِلْكَ » :

(ا) . . . . . الْقَصْرُ جَمِيلٌ .

(ب) أَغْلِقُوا . . . . . النَّوَافِذَ عِنْدَ النَّوْمِ .

(جـ) . . . . . السُّورُ مُرْتَفِعٌ .

(د) . . . . . نَافُورَةٌ جَدِيدَةٌ .

(هـ) هَذِهِ سَاعَةٌ جَدِيدَةٌ وَ . . . . . سَاعَةٌ قَدِيمَةٌ .

4. Fill in the blanks with « ذَلِكَ » ، « تِلْكَ » or « أُولَئِكَ » :

ا – تَقِفُ . . . . . الطَّائِرَةُ فِي الْمَطَارِ .

ب – . . . . . . الْمُسَافِرُونَ يَجْلِسُونَ فِي الطَّائِرَةِ .

ج – . . . . . . الطَّيَّارُ يَرْكَبُ الطَّائِرَةَ .

5. Replace « هَذَا » **by** « هَؤُلَاءِ » **and make other necessary changes:**

ا – يَسْتَرِيحُ هَذَا الْعَامِلُ .

ب – يُلَوِّحُ هَذَا الصَّدِيقُ بِمِنْدِيلِهِ .

ج – يُمَثِّلُ هَذَا التِّلْمِيذُ عَلَى الْمَسْرَحِ .

اَلدَّرْسُ الرَّابِعُ وَالسِّتُّونَ

ʔaddarsu rraabiʕu wassittuuna

Lesson Sixty Four

جَمْعُ الطَّوَابِعِ

jamʕu ttawaabiʕi

Collecting Stamps

نَبِيلٌ وَنِهَادُ يُحِبَّانِ جَمْعَ الطَّوَابِعِ .

nabiilun wanihaadu yuhibbaani jamʕa ttawaabiʕi
Nabil and Nihad like collecting stamps.

هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَهَذِهِ مَجْمُوعَةُ نِهَادَ .

haaðihi majmuuʕatu nabiilin wahaaðihi majmuuʕatu nihaada
This is Nabil's collection and this is Nihad's collection.

هَاتَانِ مَجْمُوعَتَانِ مِنْ طَوَابِعِ الْبَرِيدِ .

haataani majmuuʕataani min tawaabiʕi lbariidi
These are two collections of post stamps.

فَتَحَ نَبِيلٌ مَجْمُوعَتَهُ ، وَقَالَ لِنِهَادَ :

fataha nabiilun majmuuʕatahu waqaala linihaada
Nabil opened his stamp collection (stamp album) and said to Nihad,

هَذِهِ الصَّفْحَةُ لِطَوَابِعِ الأُرْدُنِّ ،

haaðihi ssafħatu litawaabiʕi lʔurdunni
"This page is for Jordanian stamps,

وَهَذِهِ الصَّفْحَةُ لِطَوَابِعِ الْعِرَاقِ .

wahaaðihi ssafħatu litawaabiʕi lʕiraaqi
and this page is for Iraqi stamps.

هَاتَانِ الصَّفْحَتَانِ لِطَوَابِعِ الأُرْدُنِّ وَالْعِرَاقِ .

haataani ssafħataani litawaabiʕi lʔurdunni walʕiraaqi
These two pages are for Jordanian and Iraqi stamps.

أُنْظُرِي إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ .

ʔunðurii ʔilaa haaða ttaabaʕi waʔilaa haaða ttaabaʕi
Look at this stamp and at this stamp.

هَذَانِ طَابَعَانِ نَادِرَانِ ، أَرْسَلَهُمَا صَدِيقَانِ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْعَرَبِيَّيْنِ .

haaðaani taabaʕaani naadiraani ʔarsalahumaa sadiiqaani min
haaðayni lbaladayni lʕarabiyyayni
These are two rare stamps. Two friends from these two Arab countries have sent them.

أَنَا أَتَبَادَلُ الرَّسَائِلَ مَعَ هَذَيْنِ الصَّدِيقَيْنِ .

ʔanaa ʔatabaadalu rrasaaʔila maʕa haaðayni ssadiiqayni
I correspond with these two friends.

أَكْتُبُ إِلَيْهِمَا وَيَكْتُبَانِ إِلَيَّ مُنْذُ زَمَنٍ طَوِيلٍ .

ʔaktubu ʔilayhimaa wayaktubaani ʔilayya munðu zamanin tawiilin
We have been corresponding with each other for a long time.

أُرْسِلُ إِلَيْهِمَا طَوَابِعَ جُمْهُورِيَّةِ مِصْرَ الْعَرَبِيَّةِ وَيُرْسِلَانِ إِلَيَّ طَوَابِعَ الْعِرَاقِ وَالأُرْدُنِّ .

ʔursilu ʔilayhimaa tawaabiʕa jumhuuriyyati misri lʕarabiyyati wayursilaani ʔilayya
tawaabiʕa lʕiraaqi walʔurdunni
I send them Egyptian stamps and they send me Jordanian and Iraqi stamps."

قَالَتْ نِهَادُ :

qaalat nihaadu
Nihad said,

وَأَنَا أَتَبَادَلُ الرَّسَائِلَ وَالطَّوَابِعَ مَعَ صَدِيقَةٍ فِى الْحَبَشَةِ وَصَدِيقَةٍ فِى السُّودَانِ .

waʔanaa ʔatabaadalu͡ rrasaaʔila wattawaabiʕa maʕa ṣadiiqatin fi͡ lhabašati waṣadiiqatin fi͡ ssuudaani
"I correspond and exchange stamps with a (girl) friend in Ethiopia and a (girl) friend in the Sudan.

أَعْرِفُ هَاتَيْنِ الصَّدِيقَتَيْنِ مُنْذُ زَمَنٍ قَصِيرٍ .

ʔaʕrifu haataynі͡ ṣṣadiiqatayni munδu zamanin qaṣiirin
I have known these two friends for a short time.

فِى مَجْمُوعَتِى طَوَابِعُ مِنْ هَذَيْنِ الْبَلَدَيْنِ الْإِفْرِيقِيَّيْنِ .

fii majmuuʕatii ṭawaabiʕu min haaδayni͡ lbaladayni͡ lʔifriiqiyyayni
In my stamp collection there are stamps from these two African countries."

وَفَتَحَتْ نِهَادُ مَجْمُوعَتَهَا وَقَالَتْ :

wafatahat nihaadu majmuuʕatahaa waqaalat
Nihad opened her stamp collection (stamps album) and said,

أُنْظُرْ إِلَى هَذَا الطَّابَعِ السُّودَانِيِّ ، وَإِلَى هَذَا الطَّابَعِ الْحَبَشِيِّ .

ʔunð̣ur ʔilaa haaða ṭṭaabaʕi ssuudaaniyyi waʔilaa haaða ṭṭaabaʕi lħabašiyyi
" Look at at this Sudanese stamp and at this Ethiopian stamp.

هَذَانِ الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

haaðaani ṭṭaabaʕaani ʔaħdaθu ṭṭawaabiʕi fii majmuuʕatii
These two stamps are the latest in my collection."

GRAMMATICAL NOTES اَلْمُلاحَظَاتُ النَّحْوِيَّةُ

1. هَذَا طَابَعٌ وهَذَا طَابَعٌ . هَذَانِ طَابَعَانِ .

أُنْظُرْ إِلَى هَذَا الطَّابَعِ وَإِلَى هَذَا الطَّابَعِ . أُنْظُرْ إِلَى هَذَيْنِ الطَّابَعَيْنِ .

هَذَانِ and هَذَيْنِ are the two dual forms of the masculine singular demonstrative pronoun هَذَا . The use of هَذَانِ or هَذَيْنِ is determined by certain grammatical rules which will be dealt with later on.

Thus: هَذَا + هَذَا = هَذَانِ (هَذَيْنِ)

2. هَذِه مَجْمُوعَةُ نَبِيلٍ . وَهَذِه مَجْمُوعَةُ نِهَادَ . هَاتَانِ مَجْمُوعَتَانِ .

أَكْتُبُ إِلَى هَذِهِ الصَّدِيقَةِ ، وَإِلَى هَذِهِ الصَّدِيقَةِ . أَكْتُبُ إِلَى هَاتَيْنِ الصَّدِيقَتَيْنِ .

هَاتَانِ and هَاتَيْنِ are the two dual forms of the feminine singular demonstrative pronoun هَذِهِ . The use of هَاتَانِ or هَاتَيْنِ is also determined by certain grammatical rules which will be dealt with later on.

Thus: هَذِهِ + هَذِهِ = هَاتَانِ (هَاتَيْنِ)

EXERCISES تمرينات

1. Fill in the blanks with suitable demonstrative pronouns:

ا ـ هَذِهِ مَجْمُوعَةُ نَبِيلٍ ، وَ . . . . . . مَجْمُوعَةُ نِهَادَ .

ب ـ . . . . . . الصَّفْحَتَانِ لِطَوَابِعِ الْأُرْدُنِّ وَالْعِرَاقِ .

ج ـ . . . . . . الطَّابَعَانِ أَحْدَثُ الطَّوَابِعِ فِي مَجْمُوعَتِي .

د ـ . . . . . . الطَّابَعَانِ نَادِرَانِ .

هـ ـ أَعْرِفُ . . . . . . الصَّدِيقَتَيْنِ .

2. Fill in the blanks with « هَذَانِ » or « هَاتَانِ » :

ا ـ . . . . . . الزَّهْرِيَّتَانِ مِنَ الزُّجَاجِ .

ب ـ . . . . . . الْفَلَّاحَانِ يَتَنَاوَلَانِ طَعَامَ الْغَدَاءِ .

ج ـ . . . . . . الْقَنَاتَانِ تَجْرِيَانِ بَيْنَ حُقُولِ الْقُطْنِ وَالْقَصَبِ .

د ـ . . . . . . صُورَتَانِ مُلَوَّنَتَانِ .

هـ ـ . . . . . . قَلَمَانِ رَخِيصَانِ .

و ـ . . . . . . جَرِيدَتَانِ : جَرِيدَةُ الصَّبَاحِ وَجَرِيدَةُ الْمَسَاءِ .

ز ـ . . . . . . الْحَائِطَانِ عَالِيَانِ .

3. Fill in the blanks with « هذين » or « هاتين » :

ا ـ هِنْدُ تَضَعُ الْخُضَرَ فِي . . . . . . السَّلَّتَيْنِ .

ب ـ يَحْمِلُ الْمُسَافِرَانِ . . . . . . الْحَقِيبَتَيْنِ .

ج ـ فِي . . . . . . الصُّنْدُوقَيْنِ أُرْزٌ وَسُكَّرٌ .

د ـ قَطَفَتْ وِدَادُ . . . . . . الْوَرْدَتَيْنِ .

هـ ـ نَبِيلٌ يَضَعُ . . . . . الطَّابَعَيْنِ فِي مَجْمُوعَتِهِ.

و ـ يَقْرَأُ التِّلْمِيذَانِ فِي . . . . . الْكِتَابَيْنِ .

4. Substitute « هَذَا » by « هَذَانِ » and change the rest of each sentence accordingly:

ا ـ هَذَا حَيَوَانٌ مُفْتَرِسٌ .

ب ـ هَذَا فَلَّاحٌ كَسْلَانُ .

جـ ـ هَذَا الطَّبَقُ لَذِيذٌ .

د ـ هَذَا مُذِيعٌ لِلْأَخْبَارِ .

5. Substitute « هذه » by « هاتان » and change the rest of each sentence accordingly:

ا ـ هَذِهِ رِوَايَةٌ جَمِيلَةٌ.

ب ـ هَذِهِ قِصَّةٌ مُصَوَّرَةٌ .

د ـ هَذِهِ سَلَّةٌ لِلْمُهْمَلَاتِ .

جـ ـ هَذِهِ الشَّجَرَةُ عَالِيَةٌ .

اَلدَّرْسُ الْخَامِسُ وَالسِّتُّونَ

ʔaddarsu‿lxaamisu wassittuuna

Lesson Sixty Five

مُجَلِّدُ الْكُتُبِ

mujallidu‿lkutubi

The Bookbinder

هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

haaðihi majallatu nabiilin watilka majallatu nihaada

This is Nabil's magazine, and that is Nihad's magazine.

قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، وَوَضَعَهَا عَلَى مَكْتَبِهِ .

qaraʔa nabiilun majallatahu wawaḍaʕahaa ʕalaa maktabihi

Nabil read his magazine and put it on his desk.

وَقَرَأَتْ نِهَادُ مَجَلَّتَهَا ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

waqaraʔat nihaadu majallatahaa wawaḍaʕathaa ʕalaa maktabihaa

Nihad read her magazine and put it on her desk.

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

haaðaa maktabu nabiilin waðaalika maktabu nihaada

This is Nabil's desk and that is Nihad's desk.

قَالَ الْوَالِدُ لِنَبِيلٍ :

qaala‿lwaalidu linabiilin

Nabil's father said to him,

يَا نَبِيلُ ، اِجْمَعْ أَعْدَادَ مَجَلَّتِكَ فِي مُجَلَّدَاتٍ .

yaa nabiilu ʔijmaʕ ʔaʕdaada majallatika fii mujalladaatin
"Put the issues of your magazine together in volumes, Nabil."

وَقَالَ لِنِهَادَ :

waqaala linihaada
And he said to Nihad,

وَأَنْتِ يَا نِهَادُ ، اِجْمَعِي أَعْدَادَ مَجَلَّتِكِ فِي مُجَلَّدَاتٍ .

waʔanti yaa nihaadu ʔijmaʕii ʔaʕdaada majallatiki fii mujalladaatin
"You too, Nihad, put the issues of your magazine together in volumes."

قَالَ الْوَالِدُ لِنَبِيلٍ وَنِهَادَ :

qaala lwaalidu linabiilin wanihaada
He said to Nabil and Nihad,

اِجْمَعَا أَعْدَادَ السَّنَةِ الْوَاحِدَةِ فِي مُجَلَّدٍ وَاحِدٍ .

ʔijmaʕaa ʔaʕdaada ssanati lwaahidati fii mujalladin waahidin
"Put the issues of each year together in one volume."

قَالَ نَبِيلٌ :

qaala nabiilun
Nabil said,

فَكَّرْتُ فِي هَذَا مِنْ قَبْلُ . سَأَذْهَبُ إِلَى الْمُجَلِّدِ غَدًا .

fakkartu fii haaðaa min qablu saʔaðhabu ʔila lmujallidi gadan
"I have already thought of this. I'll go to the bookbinder tomorrow."

سَأَلَتْ نِهَادُ :

saʔalat nihaadu
Nihad asked,

أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ يَا نَبِيلُ ؟

ʔayna dukkaanu haaða lmujallidi yaa nabiilu
"Where is this bookbinder's shop, Nabil ?"

أَجَابَ نَبِيلٌ : دُكَّانُهُ فِي شَارِعٍ قَرِيبٍ . ذَهَبْتُ إِلَيْهِ مَرَّةً مَعَ أَحَدِ الأَصْدِقَاءِ .

ʔajaaba nabiilun dukkaanuhu fii šaariʕin qariibin ðahabtu ʔilayhi marratan maʕa ʔaħadi lʔaṣdiqaaʔi

Nabil answered, " It's in a nearby street. I have been there once with one of my friends."

قَالَتْ نِهَادُ : سَأَذْهَبُ إِلَيْهِ مَعَكَ .

qaalat nihaadu saʔaðhabu ʔilayhi maʕaka

Nihad said, " I'll go to it with you. "

وَفِي صَبَاحِ الْغَدِ جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ ،

wafii ṣabaaħi lɣadi jamaʕa nabiilun wanihaadu ʔaʕdaada ssanati lmaaḍiyati

Next morning Nabil and Nihad collected last year's issues,

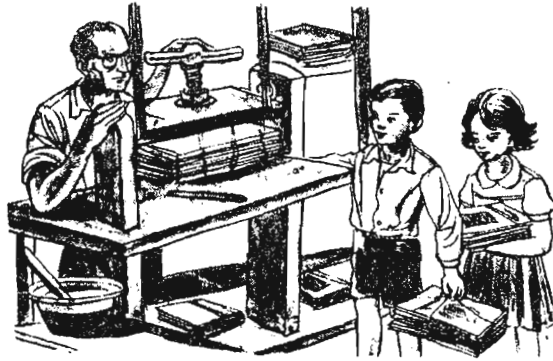
وَذَهَبَا إِلَى دُكَّانِ ذَلِكَ الْمُجَلِّدِ .

waðahabaa ʔilaa dukkaani ðaalika lmujallidi

and went to that bookbinder's shop.

نَبِيلٌ وَنِهَادُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ .

nabiilun wanihaadu ʔassalaamu ʕalaykum waraħmatu llaahi

Nabil and Nihad, " May peace and God's mercy be upon you."

اَلْمُجَلِّدُ : وَعَلَيْكُمَا السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ .

ʔalmujallidu waʕalaykuma ssalaamu waraħmatu llaahi wabarakaatuhu

The bookbinder, " May peace and God's mercy and blessings be upon you,too."

نَبِيلٌ : نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

nabiilun nuћibbu tajliida haatayni͡ lmajmuuʕatayni

Nabil: " We would like to have these two collections bound."

اَلْمُجَلِّدُ : عِنْدِى نَوْعَانِ مِنَ التَّجْلِيدِ . النَّوْعُ الْأَوَّلُ تَجْلِيدٌ بِالْقُمَاشِ وَحْدَهُ .

ʔalmujallidu ʕindii nawʕaani mina͡ ttajliidi ʔannawʕu͡ laawwalu tajliidun bilqumaaši waћdahu

The bookbinder: " I have two kinds of binding. One kind is done with cloth alone. "

نِهَادُ : وَالنَّوْعُ الثَّانِى ؟

nihaadu wannawʕu͡ θθaanii

Nihad: " And the other kind ? "

اَلْمُجَلِّدُ : تَجْلِيدٌ بِالْقُمَاشِ مَعَ كَعْبٍ مِنَ الْجِلْدِ .

ʔalmujallidu tajliidun bilqumaaši maʕa kaʕbin mina͡ ljildi

The bookbinder: " It's (a kind of) binding done with cloth and a leather back (it's a half-leather binding)."

نَبِيلٌ : أَخْتَارُ النَّوْعَ الثَّانِىَ .

nabiilun ʔaxtaaru͡ nnawʕa͡ θθaaniya

Nabil: " I choose the latter (kind)."

نِهَادُ : وَأَنَا كَذَلِكَ .

nihaadu waʔanaa kaðaalika

Nihad: " I do, too."

اَلْمُجَلِّدُ : يَتَبَقَّى اخْتِيَارُ اللَّوْنِ .

ʔalmujallidu yatabaqqa͡ xtiyaaru͡ llawni

The bookbinder: " There remains choosing the colour. "

نَبِيلٌ : أَخْتَارُ اللَّوْنَ الْأَزْرَقَ .

nabiilun ʔaxtaaru͡ llawna͡ lʔazraqa

Nabil: " I choose the blue colour. "

نِهَادُ : وَأَنَا أَخْتَارُ اللَّوْنَ الْأَخْضَرَ .

nihaadu waʔanaa ʔaxtaaru͡ llawna͡ lʔaxḍara

Nihad: " And I choose the green colour."

اَلْمُجَلِّدُ : عُودَا بَعْدَ أُسْبُوعٍ لِاسْتِلَامِ الْمُجَلَّدَيْنِ .

ʔalmujallidu ʕuudaa baʕda ʔusbuuʕin listilaami͡ lmujalladayni

The bookbinder: " Come back next week to collect the two volumes. "

GRAMMATICAL NOTES — اَلْمُلاحَظَاتُ النَّحْوِيَّةُ

1. We have known five kinds of definite nouns. They are : proper nouns, noun defined by ʔal, pronouns, relative and demonstrative pronouns.

To these, this lesson adds the construct, the geninitive of which is any of these five kinds of definite nouns.

Note that the construct « اَلْمُضَافُ » is the noun preceding the genitive « اَلْمُضَافُ إِلَيْهِ ».

2. هَذِهِ مَجَلَّةُ نَبِيلٍ ، وَتِلْكَ مَجَلَّةُ نِهَادَ .

The word « مَجَلَّة » is definite because its genitive is the proper noun « نَبِيل » in the first sentence, and the proper noun « نِهَاد » in the second.

Another example:

هَذَا مَكْتَبُ نَبِيلٍ ، وَذَلِكَ مَكْتَبُ نِهَادَ .

3. قَرَأَ نَبِيلٌ مَجَلَّتَهُ ، قَرَأَتْ نِهَادُ مَجَلَّتَهَا .

The word « مَجَلَّة » is definite because its genitive is the pronoun « ـهُ » in the first sentence and the pronoun « هَا » in the second.

Another example:

وَضَعَهَا عَلَى مَكْتَبِهِ ، وَوَضَعَتْهَا عَلَى مَكْتَبِهَا .

4. جَمَعَ نَبِيلٌ وَنِهَادُ أَعْدَادَ السَّنَةِ الْمَاضِيَةِ

The word « أَعْدَاد » is definite because its genitive is a noun defined by « أَلْ », namely « اَلسَّنَة »

Another example:

فِي صَبَاحِ الْغَدِ .

5. أَيْنَ دُكَّانُ هَذَا الْمُجَلِّدِ ؟

The word « دُكَّانُ » is definite because its genitive is the demonstrative pronoun « هَذَا » .

Another example:

نُحِبُّ تَجْلِيدَ هَاتَيْنِ الْمَجْمُوعَتَيْنِ .

6. اَلسَّاعَةُ جَائِزَةُ الَّذِى يَفُوزُ فِى السِّبَاقِ .

ʔassaaʕatu jaaʔizatu͡ llaðii yafuuzu fi͡ ssibaaqi
The watch is the prize of that who wins the race.

The word « جَائِزَةُ » is definite because its genitive is the relative pronoun « اَلَّذِى »

Another example:

النَّجَاحُ عَاقِبَةُ الَّذِينَ يَجْتَهِدُونَ .

ʔannajaaħu ʕaaqibatu͡ llaðiina yajtahiduuna
Success is the reward of those who work hard.

EXERCISES — تمرينات

1. Fill in the blanks with suitable constructs:

(ا) اِجْمَعْ أَعْدَادَ . . . لَكَ فِى مُجَلَّدَاتٍ .

(ب) اِجْمَعَا . . . . السَّنَةِ الْوَاحِدَةِ فِى مُجَلَّدٍ وَاحِدٍ .

(ج) ذَهَبَا إِلَى . . . . ذٰلِكَ الْمُجَلَّدِ .

(د) السَّلَامُ عَلَيْكُم وَ . . . . . اللهِ .

2. Underline the constructs, the genitives of which are definite nouns:

(ا) أُسْرَةُ سَالِمٍ فِى حُجْرَةِ الْجُلُوسِ . (ب) طَعَامُ هَذَا الْمَطْعَمِ لَذِيذٌ .

(ج) أَنَا أُرِيدُ رُؤْيَةَ الْحَيَوَانَاتِ . (د) مُحَرِّكُ الطَّائِرَةِ يَدُورُ .

(ه) جِسْمُكَ سَلِيمٌ وَقَلْبُكَ قَوِىٌّ . (و) أَشْجَارُ هَذِهِ الْحَدِيقَةِ مُثْمِرَةٌ .

3. Complete each of the following sentences with a suitable definite noun:

(ا) اَلْأُسْرَةُ وَاقِفَةٌ فِى ظِلِّ . . . . .

(ب) أَبِى طَبِيبٌ ، دَخَلْتُ كُلِّيَّةَ . . . . .

(ج) نَبِيلٌ صَدِيقُنَا ، نَحْنُ أَصْدِقَاءُ . . . . .

(د) نِظَامُ . . . . . المَائِدَةِ بَدِيعٌ .

(ه) هَذَا بَيْتُنَا ، أَيْنَ . . . . . ؟

4. Indicate the kind of each definite noun in the following sentences:

(ا) أَذَّنَ الْمُؤَذِّنُ : اَللهُ أَكْبَرُ . اَللهُ أَكْبَرُ . تَوَضَّأَ مَحْمُودٌ . صَلَّى الْفَجْرَ .

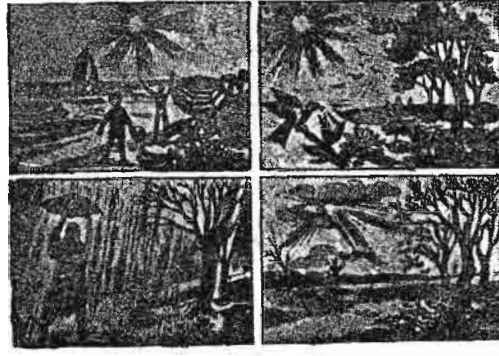
(ب) فِى شَارِعِنَا صَيْدَلِيَّةٌ . اَلصَّيْدَلِىُّ يَبِيعُ الدَّوَاءَ .

(ج) أَنَا أُحِبُّ هَذِهِ الْأَقْلَامَ وَتِلْكَ الصُّوَرَ .

(د) أَنْتُمْ تَلَامِيذُ مُؤَدَّبُونَ .

(ه) مَحْمُودٌ يَقْرَأُ الْخِطَابَ الَّذِى كَتَبَهُ نَبِيلٌ .

اَلدَّرْسُ السَّادِسُ وَالسِّتُّونَ

ʔaddarsu͡ssaadisu wassittuuna
Lesson Sixty Six

فُصُولُ السَّنَةِ

fuṣuulu͡ssanati
The Seasons of the Year

اَلسَّنَةُ أَرْبَعَةُ فُصُولٍ .

ʔassanatu ʔarbaʕtu fuṣuulin
There are four seasons in a year.

هِيَ الرَّبِيعُ وَالصَّيْفُ وَالْخَرِيفُ وَالشِّتَاءُ .

hiya͡rrabiiʕu waṣṣayfu walxariifu waššitaaʔu
They are spring, summer, autumn and winter.

اَلرَّبِيعُ جَمِيلٌ .

ʔarrabiiʕu jamiilun
Spring is beautiful.

اَلشَّمْسُ سَاطِعَةٌ ،

ʔaššamsu saaṭiʕatun
The sun shines brightly.

وَالْأَشْجَارُ مُورِقَةٌ ، وَالْأَزْهَارُ مُتَفَتِّحَةٌ ،

walʔašjaaru muuriqatun walʔazhaaru mutafattiħatun
The trees have new leaves and the flowers are blossoming.

وَالطُّيُورُ مُغَرِّدَةٌ .

waṭṭuyuuru magarridatun
The birds singing

وَالنَّاسُ فَرِحُونَ بِقُدُومِ الرَّبِيعِ .

wannaasu fariħuuna biquduumi rrabiiʕi
The people are happy because spring has come.

اَلصَّيْفُ ثَانِي فُصُولِ السَّنَةِ .

ʔaṣṣayfu θaanii fuṣuuli ssanati
Summer is the second season of the year.

فَوَاكِهُهُ كَثِيرَةٌ وَحَرُّهُ شَدِيدٌ .

fawaakihuhu kaθiiratun waħarruhu šadiidun
Its fruits are plentiful and it is very hot.

بَعْضُ النَّاسِ يَهْرُبُونَ مِنَ الْحَرِّ وَيَذْهَبُونَ إِلَى سَاحِلِ الْبَحْرِ .

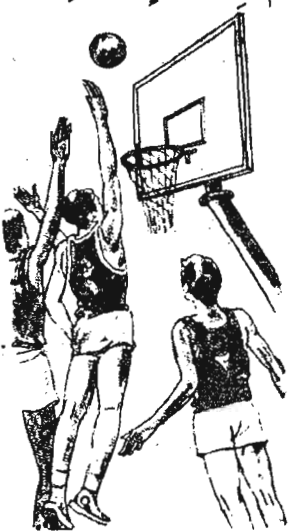
baʕdu nnaasi yahrubuuna min alħarri
wayaðhabuuna ʔilaa saaħili lbaħri
Some people run away from the hot weather
and go to the seaside.

يَأْتِي الْخَرِيفُ بَعْدَ الصَّيْفِ فَتَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .

yaʔti lxariifu baʕda ṣṣayfi fatasquṭu
ʔawraaqu lʔašjaari
Autumn comes after summer and the leaves of
trees fall.

وَيَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ . ثُمَّ يَأْتِي الشِّتَاءُ ، وَيَشْتَدُّ الْبَرْدُ ، وَيَسْقُطُ الْمَطَرُ .

wayamiilu ljawwu ʔila lburuudati θumma yaʔti ššitaaʔu wayaštaddu lbardu
wayasquṭu lmaṭaru
The weather tends to be cool. Then winter comes and it gets very cold and
rain falls.

وَيَنْشَطُ النَّاسُ فِى أَعْمَالِهِمْ ، وَيُمَارِسُ بَعْضُهُمْ رِيَاضَاتٍ مُخْتَلِفَةً .

wayanšaṭu‿nnaasu fii ʔaʕmaalihim wayumaarisu baʕḍuhum riyaaḍaatin muxtalifatan

People work harder and some of them play various sports.

فُصُولُ السَّنَةِ مُخْتَلِفَةٌ ، وَلِكُلٍّ مِنْهَا فَائِدَةٌ .

fuṣuulu‿ssanati muxtalifatun walikullin minhaa faaʔidatun

The seasons of the year are not alike and each has its own benefits.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلرَّبِيعُ جَمِيلٌ . اَلشَّمْسُ سَاطِعَةٌ . اَلْأَشْجَارُ مُورِقَةٌ

Note that each of these sentences begins with a noun. Such a sentence is called a ***nominal sentence.***

2. يَأْتِي الشِّتَاءُ . يَشْتَدُّ الْبَرْدُ . يَسْقُطُ الْمَطَرُ .

Note that each of these sentences begins with a verb. Such a sentence is called a ***verbal sentence.***

3. A sentence, be it nominal or verbal, consists of two basic parts. A nominal sentence consists of a subject and a predicate. For example, the sentence «اَلرَّبِيعُ جَمِيلٌ» consists of the subject «اَلرَّبِيعُ» and the predicate «جَمِيلٌ». Thus a subject and a predicate constitute a nominal sentence.

A verbal sentence consists of a verb and a noun functioning as subject. For example, the sentence «يَأْتِي الشِّتَاءُ» consists of the verb «يَأْتِي» and its subject «اَلشِّتَاءُ» .

Thus a verb and a subject constitute a verbal sentence.

EXERCISES   تمرينات

1. Indicate the nominal and verbal sentences in the following:

(ا) اَلطُّيُورُ مُغَرِّدَةٌ .

(ب) يَمِيلُ الْجَوُّ إِلَى الْبُرُودَةِ .

(جـ) اَلْأَزْهَارُ مُتَفَتِّحَةٌ .

(د) تَسْقُطُ أَوْرَاقُ الْأَشْجَارِ .

(هـ) يَنْشَطُ النَّاسُ فِى أَعْمَالِهِمْ .

2. Fill in the blanks with suitable predicates:

(ا) اَلشَّمْسُ . . . . .

(ب) اَلصَّيْفُ . . . الْفُصُولِ .

(جـ) اَلرَّبِيعُ . . . . .

(د) اَلسَّنَةُ . . . . فُصُولٍ .

(هـ) فُصُولُ السَّنَةِ . . . . .

3. Complete the following verbal sentences by putting suitable subjects in the blanks :

(ا) يَأْتِي . . . . . بَعْدَ الصَّيْفِ .

(ب) يَمِيلُ . . . . . إِلَى الْبُرُودَةِ .

(جـ) يَذْهَبُ . . . . . إِلَى سَاحِلِ الْبَحْرِ .

(د) تَسْقُطُ . . . . . فِى الشِّتَاءِ .

4. أَصْفَرُ ـ سَيِّئَةٌ ـ سَاخِنٌ ـ نَازِلَةٌ ـ مَرِيضٌ

Insert each of these nouns in its proper place in the following nominal sentences (this is to be done with reference to Lesson 33).

(ا) نَبِيلٌ . . . . . وَجْهُهُ . . . . . وَجِسْمُهُ . . . . . وَحَالَتُهُ . . . . .

(ب) وَالِدَةُ نَبِيلٍ تَبْكِي ، دُمُوعُهَا . . . . .

كَلَّمَ – رَفَعَ – فَتَحَ – عَرَفَ – دَوَّرَ

5. Put each of these verbs in its proper place in the following verbal sentences (this is to be done with reference to Lesson 42).

(ا) . . . . . أَشْرَفُ دَلِيلَ التِّلِيفُونِ .

(ب) . . . . . أَشْرَفُ رَقْمَ صَدِيقِهِ .

(جـ) . . . . . السَّمَّاعَةَ ، وَ . . . . الْقُرْصَ .

(د) . . . . . أَشْرَفُ صَدِيقَهُ .

GLOSSARY

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
13	Ahmad	أَحْمَدُ		52	monuments	آثَارٌ	ا
28	red (masc. sing.)	أَحْمَرُ		55	its monuments	آثَارُهَا	
92	I choose	أَخْتَارُ		47	arts (college of)	آدَابٌ	
20	she took	أَخَذَتْ		76	heroes	أَبْطَالٌ	
9	more (once more)	أُخْرَى		76	his daughter	اِبْنَتُهُ	
28	green(masc.sing.)	أَخْضَرُ		75	his son	اِبْنُهُ	
68	last (the last...)	أَخِيرٌ		83	I correspond	أَتَبَادَلُ	
61	she acted	أَدَّتْ		10	he has finished	أَتَمَّ	
67	parts	أَدْوَارٌ		15	a bus	أُتُوبِيسٌ	
60	he acted	أَدَّى		75	he answered	أَجَابَ	
9	I hope	أَرْجُو		60	for (the sake of)	(مِنْ) أَجْلِ	
83	Jordan	اَلْأُرْدُنُّ		90	put together (masc. sing.)	اِجْمَعْ	
83	I send	أُرْسِلُ		90	put together (dual)	اجْمَعَا	
83	they (two) were sent	أَرْسَلَهُمَا		90	put together (fem.sing.)	اِجْمَعِي	
38	I have (not) seen it	(لَمْ) أَرَهَا		62	talks	أَحَادِيثُ	
92	blue (masc. sing.)	أَزْرَقُ		91	one (of the friends)	أَحَدُ(الْأَصْدِقَاءِ)	
47	Al - Azhar	اَلْأَزْهَرُ		85	the latest	أَحْدَثُ	
46	I ask him	أَسْأَلُهُ		35	he scored	أَحْرَزَ	

Page	Meaning	Word	Letter
40	they (fem. dual) had a rest	اِسْتَرَاحَتْ	
92	to collect	اِسْتِلَامٌ	
4	I listen	أَسْتَمِعُ	
3	she listened	اِسْتَمَعَتْ	
47	Alexandria	اَلْإِسْكَنْدَرِيَّةُ	
.48	Assiut	أَسْيُوطُ	
75	I bought it	اِشْتَرَيْتُهَا	
53	smaller (masc. sing.)	أَصْغَرُ	
77	you liked (them)	أَعْجَبَتْكَ	
68	I liked (them)	أَعْجَبَتْنِي	
68	you liked ...	أَعْجَبَكَ	
8	pronounce again	أَعِدْ	
90	issues (of a magazine)	أَعْدَادٌ	
84	I know	أَعْرِفُ	
77	greater	أَعْظَمُ	
98	their work	أَعْمَالُهُمْ	
58	I work	أَعْمَلُ	
62	the songs	اَلْأَغَانِي	
84	African (dual - genitive)	إِفْرِيقِيَّيْنِ	
75	I prefer it (to)	أُفَضِّلُهُ	
77	I prefer them (to)	أُفَضِّلُهَا	
35	they got away from	أَفْلَتَ	
46	he has come	أَقْبَلَ	
47	economics (college of)	اِقْتِصَادٌ	
47	departments	أَقْسَامٌ	
83	I correspond (write)	أَكْتُبُ	
60	he turned to	اِلْتَفَتَ	
67	who (fem. sing.)	اَلَّتِي	
67	who (masc. sing.)	اَلَّذِي	
67	who (masc. plural)	اَلَّذِينَ	
67	who(fem. plural)	اَللَّاتِي	
68	who (fem. dual)	اَللَّتَانِ	
68	who(masc. dual)	اَللَّذَانِ	
83	to them (masc. dual)	إِلَيْهِمَا	
83	to me	إِلَيَّ	
28	in front of them	أَمَامَهَا	

Page	Meaning	Word	Letter
66	were occupied (the seats)	اِمْتَلَأَتْ	
29	security	أَمْنٌ	
60	you(masc. plural)	أَنْتُمْ	
59	you (masc. dual)	أَنْتُمَا	
60	you (fem. plural)	أَنْتُنَّ	
3	came to an end (the lesson)	اِنْتَهَى	
48	parts (of the world)	أَنْحَاءِ	
28	is off (the light)	اِنْطَفَأَ	
67	went off (the lights)	اِنْطَفَأَتْ	
9	pronounce(masc. sing.)	اِنْطِقْ	
10	pronounce (fem. sing.)	اِنْطِقِي	
67	lights	أَنْوَارٌ	
97	leaves (of trees)	أَوْرَاقٌ	
53	middle	أَوْسَطُ	
35	first	أَوَّلُ	
77	those	أُولَئِكَ	
9	too (also)	أَيْضاً	
35	right (the right wing)	أَيْمَنُ	

Page	Meaning	Word	Letter
20	a seller	بَائِعٌ	ب
39	Bab El-Louk	بَابُ اللُّوقِ	
52	Pakistan	بَاكِسْتَانُ	
97	a sea	بَحْرٌ	
16	motor (boat)	بُخَارِيٌّ	
60	he did (his best)	بَذَلَ	
61	skill	بَرَاعَةٌ	
91	His blessings	بَرَكَاتُهُ	
21	programme	بَرْنَامَجٌ	
97	coolness	بُرُودَةٌ	
67	hero	بَطَلٌ	
67	heroine	بَطَلَةٌ	
51	a study mission	بَعْثَةٌ	
98	some of them (masc. plural)	بَعْضُهُمْ	
48	countries	بِلَادٌ	
55	your country	بِلَادُكُمْ	
52	his country	بِلَادُهُ	
83	two countries (dual - genitive)	بَلَدَيْنِ	

Letter	Word	Meaning	Page
	بَنَاهُ	he built it (it was built by)	53
	بِهِمَا	with them (dual)	52
	بَيْطَرِيّ	veterinary (medicine)	47
ت	تَارِيخُهُ	its history	54
	تَتَعَلَّمُ	you learn (masc. sing.)	4
	تِجَارَةٌ	commerce (college of)	47
	تَجْلِيدٌ	book binding	92
	تُحْسِنُ (النُّطْقَ)	you (pronounce) well	9
	تَحَمَّسَ	it became enthusiastic	35
	تَذْهَبُ	you go (masc. sing.)	39
	تِرَامٌ	a tram	15
	تَرَاهَا	you see it	38
	تُرَحِّبُ	(our universities) welcome	48
	تَسْتَحِقُّونَ	you (masc. pl.) deserve	60
	تَسْتَرِيحَانِ	you (two) are resting	59
	تَسْتَمِعُ	she listens	2
	تَسْقُطُ	(the leaves) fall	97
	تَسِيرُ	(the car) runs	15
	تُشَاهِدُ	(the family) sightsees	27
	تَصْفِيقٌ	applause	61
	تَطْبُخُ	she cooks	61
	تَعَادَلَ	drew (the two teams)	35
	تَعِبْنَا	we are tired	40
	تَعَلَّمْ	learn (imperative)	8
	تَعَلَّمَ	he has learnt	10
	تَعْمَلُ	she works	61
	تَغْسِلُ	she washes	61
	تَقَدَّمَ	he went on	3
	تَكَلَّمَ	(the Sphinx) talked	54
	تَكْنُسُ	she sweeps	61
	تِلْكَ	that (fem. sing.)	76
	تِلِيفِزْيُونٌ	television	21
	تَمَاثِيلُ	statues	40
	تِمْثَالٌ	a statue	53
	تَمْرِينَاتٌ	exercises	4
	تَمْضِي	they are running along	28

Letter	Word	Meaning	Page
	تَنَاقَلَ	it passed (the ball)	35
	تَنْطِقُ	she pronounces	2
	تَهْنِئَةٌ	congratulation	61
ث	ثَانَوِيَّةٌ	secondary (fem. sing.)	45
ج	جَافٌّ	dry (masc. sing.)	39
	جَامِعَةٌ	a university	45
	جَامِعَاتٌ	universities	47
	جَانِبُهُ	its side	34
	جَدِيرَاتٌ	worthy of (fem. pl.)	61
	جِلْدٌ	leather	92
	جَلَسَا	they (two) sat	66
	جَمَاعَاتٌ	groups (of pedestrians)	29
	جَمَاعَةٌ	a group	29
	جَمْعٌ	collecting	82
	جَمَعَ	he collected	91
	جُمَلٌ	sentences	3
	جُمْلَةٌ	a sentence	2
	جُمْهُورِيَّةٌ	a republic	20

Letter	Word	Meaning	Page
	جمهورية مصر العربية	The Arab Republic of Egypt	83
	جُمْهُورِيَّتُنَا	our Republic	47
	جَنَاحٌ	a wing	35
	جَنَاحَانِ	two wings	34
	جُهْدُهُ	his best	60
	(نَشْرَةٌ) جَوِّيَّةٌ	weather (bulletin)	21
	اَلْجِيزَةُ	Guiza	52
ح	حَاتِمٌ	Hatem	51
	حَارِسٌ	a (goal) keeper	34
	حَانَ	it is time for...	2
	اَلْحَبَشَةُ	Ethiopia	84
	حَبَشِيٌّ	Ethiopian	85
	حَدَائِقُهَا	its gardens	39
	حَدِيدٌ	iron	41
	حَدِيقَةٌ	a garden	40
	حَرُّهُ	its heat	97

Page	Meaning	Word	Letter
15	a horse	حِصَانٌ	
21	our luck	حَظُّنَا	
47	law (College of)	حُقُوقٌ	
34	a referee	حَكَمٌ	
38	Helwan	حُلْوَانُ	
33	around	حَوْلَ	
28	when	حِينَ	
51	abroad	(إِلَى)الْخَارِجِ	خ
96	autumn	خَرِيفٌ	
9	incorrect	خَطَأٌ	
29	khafirs	خُفَرَاءُ	
53	Chefren	خَفْرَعُ	
29	khafir	خَفِيرٌ	
53	Khufu (Cheops)	خُوفُو	
75	better	خَيْرٌ	
33	(the two teams) ran around	دَارَ	د
21	warm	دَافِئٌ	
13	a bicycle	دَرَّاجَةٌ	
45	education (study)	دِرَاسَةٌ	
51	his education	دِرَاسَتُهُ	
51	a study (mission)	(بَعْثَةٌ)دِرَاسِيَّةٌ	
91	his shop	دُكَّانُهُ	
67	a part (in a play)	دَوْرٌ	
60	his part	دَوْرُهُ	
61	her part	دَوْرُهَا	
75	that (masc. sing.)	ذَلِكَ	ذ
91	they (two) went	ذَهَبَا	
91	I went	ذَهَبْتُ	
40	they (masc.) went	ذَهَبُوا	
3	he revised	رَاجَعَ	ر
4	I revised	رَاجَعْتُ	
8	we revised it	رَاجَعْنَاهُ	
54	a head	رَأْسٌ	
54	its head	رَأْسُهُ	
96	spring	رَبِيعٌ	
67	men	رِجَالٌ	

Page	Meaning	Word	Letter
41	they returned	رَجَعُوا	
22	he answered	رَدَّ	
83	letters	رَسَائِلُ	
52	he wished	رَغِبَ	
39	(the friends) took (the train)	رَكِبَ	
15	it took (a carriage)	رَكِبَتْ	
41	they took (the train)	رَكِبُوا	
98	sports	رِيَاضَاتٌ	
21	a sport	رِيَاضَةٌ	
83	time	زَمَنٌ	ز
61	a husband	زَوْجٌ	
53	Zoser	زُوسَرُ	
14	a visit	زِيَارَةٌ	
39	I will bring	سَأُحْضِرُ	س
97	coast (seaside)	سَاحِلٌ	
46	I will go	سَأَذْهَبُ	
52	(the car) took (them)	سَارَتْ (بِهِمَا)	

Page	Meaning	Word	Letter
22	pleasant (fem. sing.)	سَارَّةٌ	
21	is shining brightly	سَاطِعَةٌ	
29	(they) maintain (security)	سَاهِرُونَ (عَلَى الأَمْنِ)	
29	pedestrians (nominative)	سَائِرُونَ	
28	pedestrians (genitive)	سَائِرِينَ	
54	you will see	سَتَرَى	
14	you will visit	سَتَزُورُ	
15	express (train)	سَرِيعٌ	
21	lucky (masc. sing.)	سَعِيدٌ	
62	happy (fem. sing.)	سَعِيدَةٌ	
53	Sakkarah	سَقَّارَةُ	
9	I have heard it	سَمِعْتُهُ	
8	we have listened to...	سَمِعْنَا	
39	Samirah	سَمِيرَةُ	
52	we are going to see	سَنَرَى	
84	The Sudan	السُّودَانُ	
85	Sudanese	سُودَانِيٌّ	

Page	Meaning	Word	Letter
29	cars	سَيَّارَاتٌ	
40	walking	سَيْرٌ	
67	he is going to see it	سَيُشَاهِدُهَا	
16	bank (of river)	شَاطِئٌ	ش
16	he saw	شَاهَدَ	
39	they saw (masc.)	شَاهَدُوا	
96	winter	شِتَاءٌ	
35	hard (adverb)	(بِـ)شِدَّةٍ	
16	a sail (boat)	(قَارِبٌ) شِرَاعِيٌّ	
3	he explained	شَرَحَ	
27	policemen	شُرْطَةٌ	
27	a policeman	شُرْطِيٌّ	
15	streets	شَوَارِعُ	
39	its streets	شَوَارِعُهَا	
35	a halftime	شَوْطٌ	
21	clear (fem. sing.)	صَافِيَةٌ	ص
19	newspapers	صُحُفٌ	
20	a newspaper	صَحِيفَةٌ	
39	friends (masc. dual)	صَدِيقَانِ	
39	friends (fem. dual)	صَدِيقَتَانِ	
84	friends (fem. dual-genitive case)	صَدِيقَتَيْنِ	
53	my friend	صَدِيقِي	
83	friends (masc. dual-genitive case)	صَدِيقَيْنِ	
28	a whistle	صَفَّارَةٌ	
28	his whistle	صَفَّارَتُهُ	
83	a page	صَفْحَةٌ	
83	two pages	صَفْحَتَانِ	
34	he whistled	صَفَّرَ	
34	he applauded	صَفَّقَ	
41	steel	صُلْبٌ	
47	pharmacology (college of)	صَيْدَلَةٌ	
96	summer	صَيْفٌ	
83	stamps (masc. dual - nominative)	طَابَعَانِ	ط
59	a woman doctor	طَبِيبَةٌ	
28	a way	طَرِيقٌ	

Letter	Word	Meaning	Page
	طَرِيقُهَا	their way	28
	طَلَبَةٌ	students	48
	طَوَابِعُ	stamps	82
	طُولَ (النَّهَارِ)	all (day) long	61
ظ	ظَلِيلَةٌ	shady	40
	ظَهَرَتَا	appeared (fem. dual)	68
	ظَهِيرَانِ	backs (masc. dual nominative)	34
	ظَهِيرَيْنِ	backs (masc. dual - genitive)	35
ع	عَالَمٌ	world	48
	عَامِلَاتٌ	women workers	40
	عَبَرَتْ	crossed	29
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41	winter resort	اَلْمَشْتَى	
38	sunny (fem. sing.)	مُشْرِقَةٌ	
59	a factory	مَصْنَعٌ	
97	rain	مَطَرٌ	
40	mineral (fem.)	مَعْدِنِيَّةٌ	
2	a teacher	مُعَلِّمٌ	
27	with it (fem. sing.)	مَعَهَا	
96	singing (adjective - fem.)	مُغَرِّدَةٌ	
68	singers (masc. dual - nominative)	مُغَنِّيَانِ	
40	seats	مَقَاعِدُ	
40	seats (masc. dual - genitive)	مَقْعَدَيْنِ	
1	his desk	مَكْتَبُهُ	
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33	a field (football)	مَلْعَبٌ	
67	an actor	مُمَثِّلٌ	
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83	for (a long time)	مُنْذُ (زَمَنٍ طَوِيلٍ)	
39	well-arranged	مُنَسَّقَةٌ	
48	Mansurah	اَلْمَنْصُورَةُ	
53	Menkereh	مَنْقَرَعُ	
98	of them	مِنْهَا	
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4	he called	نَادَى	

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60	a critic	نَاقِدٌ	
1	we learn	نَتَعَلَّمُ	
60	success	نَجَاحٌ	
59	we serve	نَخْدُمُ	
59	we serve you (both)	نَخْدُمُكُمَا	
22	we go out	نَخْرُجُ	
10	we revise	نُرَاجِعُ	
22	we watch	نَرَى	
33	it came on to (the football field)	نَزَلَ	
67	women	نِسَاءٌ	
40	we rest	نَسْتَرِيحُ	
22	we can	نَسْتَطِيعُ	
41	we see	نُشَاهِدُ	
21	a bulletin	نَشْرَةٌ	
40	active (fem. pl.)	نَشِيطَاتٌ	
3	he pronounced	نَطَقَ	
3	she pronounced	نَطَقَتْ	

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39	yes	نَعَمْ	
60	we work	نَعْمَلُ	
28	he blew	نَفَخَ	
39	we meet	نَلْتَقِي	
92	a kind	نَوْعٌ	
92	kinds (masc. dual - nominative)	نَوْعَانِ	
82	these (fem. dual-nominative)	هَاتَانِ	ﻫ
84	these (fem. dual-oblique case)	هَاتَيْنِ	
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39	its air	هَوَاؤُهَا	
14	a father	وَالِدٌ	و
62	parents (masc. dual - nominative)	وَالِدَانِ	
74	his father	وَالِدُهُ	
75	her father	وَالِدُهَا	
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92	alone	وَحْدَهُ	
2	after him	وَرَاءَهُ	
13	means	وَسَائِلُ	
34	middle	وَسَطٌ	
89	she put it	وَضَعَتْهَا	
89	he put it	وَضَعَهَا	
60	our country	وَطَنُنَا	
40	Japanese	يَابَانِيَّةٌ	ى
97	it comes	يَأْتِي	
92	there remains	يَتَبَقَّى	
10	should	يَجِبُ	
15	is drawn by	يَجُرُّهَا	
62	they (two) like	يُحِبَّانِ	
62	they (masc. pl.) like	يُحِبُّونَ	
97	they go	يَذْهَبُونَ	
10	he checks	يُرَاجِعُ	
83	they (two) send	يُرْسِلَانِ	
34	left	يَسَارٌ	
61	they deserve	يَسْتَحِقُّونَ	
28	(the pedestrians) can	يَسْتَطِيعُ	
97	it falls	يَسْقُطُ	
97	it gets stronger	يَشْتَدُّ	
10	he thanks	يَشْكُرُ	
28	he crosses	يَعْبُرُ	
28	they cross	يَعْبُرُونَ	
20	he shows	يَعْرِضُ	
10	he finds out, he knows	يَعْرِفُ	
61	he works	يَعْمَلُ	
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98	(people) work harder	يَنْشَطُ (النَّاسُ) فِي أَعْمَالِهِمْ	
10	he pronounces	يَنْطِقُ	
27	they control	يُنَظِّمُونَ	
28	he blows	يَنْفُخُ	
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THE ARAB REPUBLIC OF EGYPT BROADCASTING CORPORATION

اَلْعَرَبِيَّةُ بِالرَّادْيُو

ARABIC BY RADIO

BOOK TWO - PART 2

القاهرة

Cairo

2003

فِهْرِسُ

الْجُزْءُ الثَّانِى

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اَلدَّرْسُ السَّابِعُ وَالسِّتُّونَ

ʔaddarsu͡ ssaabiʕu wassittuuna

Lesson Sixty-Seven

اَلصَّبَاحُ

ʔaṣṣabaaħu

Morning

أَشْرَقَ الصَّبَاحُ فِي الْقَرْيَةِ . اَلشَّمْسُ مُشْرِقَةٌ .

ʔašraqa͡ ṣṣabaaħu fi͡ lqaryati ʔaššamsu mušriqatun

It is morning in the village. The sun is shining.

هَبَّ الْفَلاَّحُونَ مِنَ النَّوْمِ . وَهَبَّتِ الْفَلاَّحَاتُ .

habba͡ lfallaaħuuna mina nnawmi wahabbati͡ lfallaaħaatu

The (men) farmers woke up. And the (women) farmers woke up.

اَلْفَلاَّحُ نَشِيطٌ . وَالْفَلاَّحَةُ نَشِيطَةٌ .

ʔalfallaaħu našiiṭun walfallaaħatu našiiṭaatun

The (man) farmer is energetic. And the (woman) farmer is energetic.

اَلْفَلاَّحُونَ نَشِيطُونَ . وَالْفَلاَّحَاتُ نَشِيطَاتٌ .

ʔalfallaaħuuna našiiṭuuna walfallaaħaatu našiiṭaatun

The (men) farmers are energetic. And the (women) farmers are energetic.

ذَهَبَ الرِّجَالُ إِلَى الْحُقُولِ . اَلْحُقُولُ مُجَاوِرَةٌ لِلْمَسَاكِنِ . اَلْمَزَارِعُ قَرِيبَةٌ مِنَ الْبُيُوتِ .

ðahaba rrijaalu ʔila lħuquuli ʔalħuquulu mujaawiratun lilmasaakini ʔalmazaariʕu qariibatun mina lbuyuuti

The (men) farmers went to the fields. The fields are near the dwellings. The fields are near the houses.

اَلْقَرْيَةُ هَادِئَةٌ فِى الصَّبَاحِ الْمُبَكِّرِ . اَلسُّكُونُ شَامِلٌ .

ʔalqaryatu haadiʔatun fi ṣṣabaaħi lmubakkiri ʔassukuunu šaamilun

The village is quiet in the early morning. Silence prevails.

اَلنَّدَى عَلَى الْأَوْرَاقِ . اَلنَّدَى شَبِيهٌ بِاللُّؤْلُؤِ قَطَرَاتُهُ لَامِعَةٌ .

ʔannadaa ʕala lʔawraaqi ʔannadaa šabiihun billuʔluʔi qaṭaraatuhu laamiʕatun

There is dew on the (tree) leaves. The dew looks like pearls. Its drops are shining.

اَلنَّسِيمُ عَلِيلٌ . وَالْغُصُونُ مُتَمَايِلَةٌ .

ʔannasiimu ʕaliilun walġuṣuunu mutamaayilatun

The breeze is fresh. The branches (of trees) are swaying.

مَوْسِمُ الْحَصَادِ قَرِيبٌ . اَلرِّزْقُ قَادِمٌ .

mawsimu lħaṣaadi qariibun ʔarrizqu qaadimun

Harvest time is approaching. Income is coming.

زَهَرَاتُ الْقُطْنِ مُتَفَتِّحَةٌ . اَلْقُطْنُ ذَهَبٌ أَبْيَضُ .

zaharaatu lquṭni mutafattiħatun ʔalquṭnu ðahabun ʔabyaḍu

The cotton flowers are blossoming. Cotton is white gold.

اَلْفَلَّاحُونَ مَسْرُورُونَ . وَالْفَلَّاحَاتُ مَسْرُورَاتٌ .

ʔalfallaaħuuna masruuruuna walfallaaħaatu masruuraatun

The (men) farmers are happy. The (women) farmers are happy.

اَلْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

ʔalʕaamiluuna jadiiruuna bissaʕaadati
Hard-working people are worthy of happiness.

وَطَلَعَ الصُّبْحُ فِي الْمَدِينَةِ . اَلشَّمْسُ طَالِعَةٌ

waṭalaʕa⁀ṣṣubḥu fi⁀lmadiinati ʔaššamsu ṭaaliʕatun
It is morning in the city. The sun is up.

هَبَّ الْعُمَّالُ وَالْمُوَظَّفُونَ مِنَ النَّوْمِ .
وَهَبَّتِ الْعَامِلاَتُ وَالْمُوَظَّفَاتُ مِنَ النَّوْمِ .

habba⁀lʕummaalu walmuwað̣ð̣afuuna mina⁀nnawmi
wahabbati⁀lʕaamilaatu walmuwað̣ð̣afaatu mina⁀nnawmi
The men workers and employees got up. And the women workers and employees got up.

اَلْعُمَّالُ ذَاهِبُونَ إِلَى الْمَصَانِعِ . وَالْمُوَظَّفُونَ قَاصِدُونَ إِلَى الْمَكَاتِبِ .

ʔalʕummaalu ðaahibuuna ʔila⁀lmaṣaaniʕi walmuwað̣ð̣afuuna qaaṣiduuna ʔila⁀lmakaatibi
The workers are going to the factories. The employees are heading for the offices.

اَلْعَامِلاَتُ ذَاهِبَاتٌ إِلَى الْمَصَانِعِ . وَالْمُوَظَّفَاتُ قَاصِدَاتٌ إِلَى الْمَكَاتِبِ .

ʔalʕaamilaatu ðaahibaatun ʔila⁀lmaṣaaniʕi walmuwað̣ð̣afaatu qaaṣidaatun ʔila⁀lmakaatibi
The women workers are going to the factories. The women employees are heading for the offices.

اَلْمَصَانِعُ بَعِيدَةٌ عَنِ الْمَسَاكِنِ . وَالْمَكَاتِبُ قَرِيبَةٌ مِنْ وَسَطِ الْمَدِينَةِ .

ʔalmaṣaaniʕu baʕiidatun ʕani⁀lmasaakini walmakaatibu qariibatun min wasaṭi⁀lmadiinati
The factories are far from the dwellings. The offices are near the centre of the city.

اَلْحَرَكَةُ دَائِبَةٌ . اَلطُّرُقَاتُ مُزْدَحِمَةٌ .

ʔalḥarakatu daaʔibatun ʔaṭṭuruqaatu muzdaḥimatun
A lot of movement is going on. The streets are crowded.

اَلنَّاسُ قَادِمُونَ وَذَاهِبُونَ. اَلْعَرَبَاتُ وَالسَّيَّارَاتُ قَادِمَةٌ وَذَاهِبَةٌ .

ʔannaasu qaadimuuna waðaahibuuna ʔalʕarabaatu wassayyaaraatu qaadimatun waðaahibatun

People are coming and going. Carts and cars are coming and going.

أَهْلُ الْمَدِينَةِ مُجِدُّونَ . وَالْمُجِدُّونَ جَدِيرُونَ بِالْخَيْرِ .

ʔahlu lmadiinati mujidduuna walmujidduuna jadiiruuna bilxayri

The city people are hard-working (people). Hard-working people are worthy of welfare.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلْفَلَّاحُ نَشِيطٌ . اَلسُّكُونُ شَامِلٌ .

These are two nominal sentences. The subject in each is masculine singular (اَلْفَلَّاحُ ـ اَلسُّكُونُ) and the predicate agrees with it in number and gender (نَشِيطٌ ـ شَامِلٌ). Both subject and predicate are in the nominative case which is indicated here by (اَلضَّمَّةُ) on the final letter.

2. اَلْفَلَّاحَةُ نَشِيطَةٌ . اَلشَّمْسُ مُشْرِقَةٌ .

These are also two nominal sentences. The subject in each is feminine singular (اَلْفَلَّاحَةُ ـ اَلشَّمْسُ). The predicate agrees with the subject in number and gender (نَشِيطَةٌ ـ مُشْرِقَةٌ). Both subject and predicate are in the nominative case which is indicated here by (اَلضَّمَّةُ).

3. اَلْفَلَّاحُونَ نَشِيطُونَ . اَلْعَامِلُونَ جَدِيرُونَ بِالسَّعَادَةِ .

The subject in each sentence is a sound masculine plural (اَلْفَلَّاحُونَ ـ اَلْعَامِلُونَ). The predicate is also a sound masculine plural (نَشِيطُونَ ـ جَدِيرُونَ). Both subject and predicate are in the nominative case which is indicated here by (اَلْوَاوُ) in the ending (ـُونَ).

4. اَلْفَلَّاحَاتُ نَشِيطَاتٌ . اَلْمُوَظَّفَاتُ قَاصِدَاتٌ إِلَى الْمَكَاتِبِ .

The subject is a sound feminine plural (اَلْفَلَّاحَاتُ ـ اَلْمُوَظَّفَاتُ). The predicate is also a sound feminine plural (نَشِيطَاتٌ ـ قَاصِدَاتٌ). Both subject and predicate are in the nominative case which is indicated here by (اَلضَّمَّةُ).

5. اَلطُّرُقَاتُ مُزْدَحِمَةٌ . اَلْعَرَبَاتُ قَادِمَةٌ .

The subject is a sound feminine plural indicating a non-human thing (اَلطُّرُقَاتُ ـ اَلْعَرَبَاتُ) . The predicate is feminine singular — (مُزْدَحِمَةٌ قَادِمَةٌ). Both subject and predicate are in the nominative case which is here indicated by (اَلضَّمَّةُ) . Note that when a subject is a non-human sound feminine plural, its predicate is feminine singular.

6. اَلْعُمَّالُ ذَاهِبُونَ إِلَى الْمَصَانِعِ .

The subject is a broken plural indicating human beings (اَلْعُمَّالُ) ; it is in the nominative case which is here indicated by (اَلضَّمَّةُ) . The predicate is a sound masculine plural (ذَاهِبُونَ); it is in the nominative case which is indicated by (اَلْوَاو) in the ending (ـُونَ).

7. اَلْمَصَانِعُ بَعِيدَةٌ . اَلْمَكَاتِبُ قَرِيبَةٌ .

The subject is a broken plural indicating non-human things — (اَلْمَصَانِعُ اَلْمَكَاتِبُ) . The predicate is feminine singular (بَعِيدَةٌ ـ قَرِيبَةٌ) . Both subject and predicate are in the nominative case, and the case ending here is (اَلضَّمَّةُ) .

EXERCISES تمرينات

1. Fill in the blanks with suitable subjects:

. . . . . مُجَاوِرَةٌ لِلْمَسَاكِنِ .

. . . . . شَبِيهٌ بِاللُّؤْلُؤِ .

. . . . . مُتَمَايِلَةٌ .

. . . . . شَامِلٌ .

. . . . . هَادِئَةٌ فِى الصَّبَاحِ الْمُبَكِّرِ .

. . . . . مَسْرُورُونَ و . . . . . مَسْرُورَاتٌ .

2. Fill in the blanks with suitable predicates:

اَلْقُطْنُ . . . . . أَبْيَضُ .

اَلْمُوَظَّفُونَ . . . . . إِلَى الْمَكَاتِبِ .

قَطَرَاتُ النَّدَى . . . . .

اَلْعَامِلَاتُ . . . . . إِلَى الْمَصَانِعِ .

زَهَرَاتُ الْقُطْنِ . . . . .

مَوْسِمُ الْحَصَادِ . . . . .

3. Complete each of the following sentences with a predicate chosen from those given below:
(This is to be done with reference to lesson 44.)

مُرِيحَةٌ ـ وَاقِفٌ ـ مَدِينَةٌ ـ بَعِيدٌ

اَلْبَيْتُ . . . . .

اَلرِّحْلَةُ . . . . .

خَلِيلٌ . . . . . فِى مَيْدَانِ الْمَحَطَّةِ .

اَلْقَاهِرَةُ . . . . . كَبِيرَةٌ .

4. Complete each of the following sentences with a subject chosen from those given below. Indicate the case endings:
(This is to be done with reference to lesson 12.)

اَلشَّمْسُ – نُورٌ – عَصِيرُ – الْحَرُّ

. . . . . اللَّيْمُونِ لَذِيذٌ .

. . . . . طَالِعَةٌ ، وَ . . . . شَدِيدٌ .

. . . . . الصَّبَاحِ جَمِيلٌ .

5. Give the plural of both the subject and the predicate in the following. Indicate the case endings:

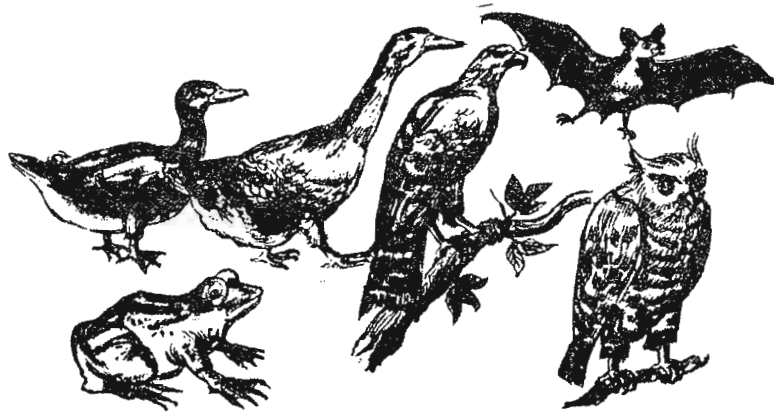
اَلنَّافِذَةُ وَاسِعَةٌ .

اَلتِّلْمِيذُ ذَاهِبٌ إِلَى الْمَدْرَسَةِ .

اَلْعَامِلُ مُجِدٌّ .

اَلتِّلْمِيذَةُ مَسْرُورَةٌ .

اَلدَّرْسُ الثَّامِنُ وَالسِّتُّونَ

ʔaddarsu θθaaminu-wassittuuna
Lesson Sixty-Eight

مِنْ أَوْصَافِ الطَّيْرِ وَالْحَيَوَانِ

min ʔawṣaafi ṭṭayri walħayawaani
About birds and animals

قَالَ نَبِيلٌ لِوَالِدِهِ : قَرَأْتُ الْيَوْمَ كِتَابَ الْعُلُومِ .

qaala nabiilun liwaalidihi qaraʔtu lyawma kitaaba lʕuluumi
Nabil said to his father, " I have read the science book today. "

قَالَ الْوَالِدُ : وَمَاذَا عَلِمْتَ ؟

qaala lwaalidu wamaaðaa ʕalimta
His father said, " What have you learnt ? "

قَالَ نَبِيلٌ : اَلْبَطَّةُ مِثْلُ الزَّوْرَقِ . وَالرِّجْلَانِ مِجْدَافَانِ .

qaala nabiilun ʔalbaṭṭatu miθlu zzawraqi warrijlaani mijdaafaani
Nabil said, " The duck is like a boat. Its legs are (like) two oars.

اَلْجَنَاحَانِ ضَعِيفَانِ ، وَلِهَذَا لَا تَطِيرُ .

ʔaljanaaħaani ḍaʕiifaani walihaaðaa laa taṭiiru
Its (two) wings are weak and so it does not fly."

قَالَ الْوَالِدُ : اَلْوَزَّةُ مِثْلُ الْبَطَّةِ . اَلْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ . هُمَا طَائِرَانِ مَائِيَّانِ .

qaala⁀lwaalidu ʔalwazzatu miθlu⁀lbaṭṭati ʔalwazzatu walbaṭṭatu mutašaabihataani humaa ṭaaʔiraani maaʔiyyaani

The father said, "The goose is like the duck. The goose and the duck are alike. They are water birds."

قَالَ نَبِيلٌ : وَالْحِدَأَةُ سَرِيعَةُ الطَّيَرَانِ ، فَالْجَنَاحَانِ قَوِيَّانِ .

qaala nabiilun walħidaʔatu sariiʕatu⁀ṭṭayaraani faljanaaħaani qawiyyaani

Nabil said, "The kite flies fast; its (two) wings are strong.

وَالرِّجْلَانِ قَوِيَّتَانِ قَصِيرَتَانِ .

warrijlaani qawwiyataani qaṣiirataani

Its (two) legs are short and strong.

اَلْمِنْقَارُ حَادٌّ . وَالْمَخَالِبُ حَادَّةٌ .

ʔalminqaaru ħaaddun walmaxaalibu ħaaddatun

Its beak is sharp, and its claws are sharp."

قَالَ الْوَالِدُ : اَلْبُومَةُ مِثْلُ الْحِدَأَةِ . هُمَا طَائِرَانِ مُتَمَاثِلَانِ . اَلْحِدَأَةُ وَالْبُومَةُ طَائِرَانِ جَارِحَانِ .

qaala⁀lwaalidu ʔalbuumatu miθlu⁀lħidaʔati humaa ṭaaʔiraani mutamaaθilaani ʔalħidaʔatu walbuumatu ṭaaʔiraani jaariħaani

The father said, "The owl is like the kite. They are similar birds. The kite and the owl are birds of prey."

قَالَ نَبِيلٌ : اَلْخُفَّاشُ حَيَوَانٌ وَلَكِنَّهُ يَطِيرُ .

qaala nabiilun ʔalxuffaašu ħayawaanun walaakinnahu yaṭiiru

Nabil said, "The bat is an animal but it flies.

اَلْجَنَاحَانِ خَالِيَانِ مِنَ الرِّيشِ .

ʔaljanaaħaani xaaliyaani mina⁀rriiši

Its wings are free from feathers.

اَلْأُذُنَانِ كَبِيرَتَانِ ، وَالْأَسْنَانُ حَادَّةٌ ، وَلَيْسَ لَهُ مِنْقَارٌ .

ʔalʔuðunaani kabiirataani walʔasnaanu ħaaddatun walaysa lahu minqaarun
Its ears are big, its teeth are sharp; it has no beak."

قَالَ الْوَالِدُ : رَأْسُ الْخُفَّاشِ شَبِيهٌ بِرَأْسِ الْفَأْرِ . اَلرَّأْسَانِ مُتَشَابِهَانِ .

qaala͡ lwaalidu raʔsu lxuffaaši šabiihun biraʔsi͡ lfaʔri ʔarraʔsaani mutašaabihaani
The father said, "The head of the bat is like the head of the mouse. The two heads are similar."

قَالَ نَبِيلٌ : لَيْسَ لِلضِّفْدِعَةِ رَقَبَةٌ . وَالْعَيْنَانِ بَارِزَتَانِ .

qaala nabiilun laysa liḍḍifdiʕati raqabatun walʕaynaani baarizataani
Nabil said, "The frog has no neck. Its eyes are protruding.

اَلرِّجْلَانِ الْخَلْفِيَّتَانِ طَوِيلَتَانِ . وَالرِّجْلَانِ الْأَمَامِيَّتَانِ قَصِيرَتَانِ .

ʔarrijlaani͡ lxalfiyyataani ṭawiilataani warrijlaani͡ lʔamaamiyyataani qaṣiirataani
Its hind legs are long, its fore legs are short."

قَالَ الْوَالِدُ : وَلِهٰذَا تَقْفِزُ الضِّفْدِعَةُ بِسُهُولَةٍ مِثْلَ الْقَنْغَرِ . هُمَا حَيَوَانَانِ قَافِزَانِ

qaala͡ lwaalidu walihaaðaa taqfizu͡ ḍḍifdiʕatu bisuhuulatin miθla͡ lqangari humaa ħayawaanaani qaafizaani
The father said, "This is why the frog can easily (with easiness) jump like the kangaroo. They are leaping animals."

قَالَ نَبِيلٌ : وَالْعَقْرَبُ وَالثُّعْبَانُ سَامَّانِ . وَيُحِبُّ الثُّعْبَانُ الْمُوسِيقَا .

qaala nabiilun walʕaqrabu waθθuʕbaanu saammaani wayuħibbu͡ θθuʕbaanu͡ lmuusiiqaa
Nabil said, "The scorpion and the snake are poisonous. The snake loves music."

قَالَ الْوَالِدُ : اَلثُّعْبَانُ وَالْإِنْسَانُ فِي هَذَا مُتَّفِقَانِ .
هُمَا عَاشِقَانِ لِلْأَنْغَامِ .

qaala⁀lwaalidu ʔaθθuʕbaanu walʔinsaanu fii haaðaa muttafiqaani humaa ʕaašiqaani lilʔangaami

The father said, " Snake and man are similar in this (respect). Both are lovers of tunes. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلْجَنَاحَانِ ضَعِيفَانِ . اَلرَّأْسَانِ مُتَشَابِهَانِ .

The subject in each of these two sentences is masculine dual (اَلرَّأْسَانِ – اَلْجَنَاحَانِ); the predicate agrees with it in number and gender (مُتَشَابِهَانِ – ضَعِيفَانِ). Both subject and predicate are in the nominative case which is here indicated by (ا) in the ending (ـَانِ).

2. اَلرِّجْلَانِ قَوِيَّتَانِ . اَلْأُذُنَانِ كَبِيرَتَانِ .

The subject in each of these two sentences is feminine dual (اَلْأُذُنَانِ – اَلرِّجْلَانِ). The predicate agrees with it in number and gender (كَبِيرَتَانِ – قَوِيَّتَانِ). Both the subject and the predicate are in the nominative case which is here indicated by (ا) in the ending (ـَانِ).

3. اَلْعَقْرَبُ وَالثُّعْبَانُ سَامَّانِ .

The subject is masculine singular (اَلْعَقْرَبُ). It is in the nominative case, the case ending being (اَلضَّمَّةُ). Since the masculine singular (اَلثُّعْبَانُ) is joined to it by (وَ), the combination (اَلْعَقْرَب وَالثُّعْبَانُ) conveys a dual meaning. The predicate (سَامَّانِ) is therefore masculine dual.

4. اَلْوَزَّةُ وَالْبَطَّةُ مُتَشَابِهَتَانِ .

The subject is feminine singular (اَلْوَزَّةُ). It is in the nominative

case, the case ending being (اَلضَّمَّةُ) . Since the feminine singular (اَلْبَطَّةُ) is joined to it by (وَ) , the combination (اَلْوَزَّةُ وَالْبَطَّةُ) conveys a dual meaning. The predicate (مُتَشَابِهَتَانِ) is therefore feminine dual.

5. هُمَا طَائِرَانِ . هُمَا حَيَوَانَانِ .

The dual pronoun (هُمَا) is subject in the two sentences. The predicate in the first sentence is (طَائِرَانِ) and in the second (حَيَوَانَانِ) . Each predicate is a dual in the nominative case.

EXERCISES — تمرينات

1. Supply suitable predicates in the following:

هُمَا . . . . . مَاشِيَانِ .

اَلْجَنَاحَانِ فِي الْحِدَأَةِ . . . . .

اَلْعَيْنَانِ فِي الضِّفْدَعَةِ . . . . .

اَلْحِدَأَةُ وَالْبُومَةُ . . . . . جَارِحَانِ .

اَلضِّفْدَعَةُ وَالْقَنْغَرُ . . . . . قَافِزَانِ .

2. Supply suitable subjects in the following :

. . . . خَالِيَانِ مِنَ الرِّيشِ .

. . . . مِجْدَافَانِ .

. . . . وَالْحِدَأَةُ طَائِرَانِ مُتَمَاثِلَانِ .

. . . . الْخَلْفِيَّتَانِ طَوِيلَتَانِ .

. . . . وَالْإِنْسَانُ عَاشِقَانِ لِلْأَنْغَامِ .

3. Fill in each of the following blanks with a predicate chosen from those given in the frame :

بَعِيدَانِ – سَرِيعَتَانِ – مُرِيحَانِ – جَمِيلَتَانِ

اَلسَّيَّارَتَانِ . . . . .

اَلْكُرْسِيَّانِ . . . . .

اَلْبَيْتَانِ . . . . .

اَلْمِنْضَدَتَانِ . . . . .

اَلدَّرْسُ التَّاسِعُ وَالسِّتُّونَ

ʔaddarsu ttaasiʕu wassittuuna
Lesson Sixty-Nine

اَلْأَسَدُ وَالْفَأْرُ

ʔalʔasadu walfaʔru
The lion and the mouse

عَاشَ فَأْرٌ قَرِيباً مِنْ عَرِينِ أَسَدٍ .

ʕaaša faʔrun qariiban min ʕariini ʔasadin
A mouse lived near the den of a lion.

وَفِى يَوْمٍ مِنَ الْأَيَّامِ نَامَ الْأَسَدُ أَمَامَ عَرِينِهِ .

wafii yawmin mina lʔayyaami naama lʔasadu ʔamaama ʕariinihi
One day the lion fell asleep in front of its den.

وَالْفَأْرُ فِى الْجُحْرِ .

walfaʔru fi ljuħri
The mouse was in its hole.

خَرَجَ الْفَأْرُ لَيْلًا يَبْحَثُ عَنْ غِذَائِهِ .

xaraja lfaʔru laylan yabħaθu ʕan giðaaʔihi
The mouse went out at night looking for food.

قَالَ الْفَأْرُ :

qaala⁀lfaʔru
The mouse said,

يَا سَيِّدِي الْأَسَدُ ، أَخْطَأْتُ وَأَرْجُو أَنْ تُسَامِحَنِي .

yaa sayyidi⁀lʔasadu ʔaxṭaʔtu waʔarjuu ʔan tusaamiħanii
" I have erred and I wish you forgive me, Sir.

وَرُبَّمَا رَدَدْتُ لَكَ هَذَا الْجَمِيلَ يَوْماً .

warubbamaa radadtu laka haaða⁀ljamiila yawman
I might return this favour to you one day."

فَضَحِكَ الْأَسَدُ وَقَالَ :

faḍaħika⁀lʔasadu waqaala
The lion laughed and said,

كَيْفَ يُسَاعِدُ الضَّعِيفُ الْقَوِيَّ ؟

kayfa yusaaʕidu⁀ḍḍaʕiifu⁀lqawiyya
" How can a weak (creature) help a strong one?

وَمَعَ ذَلِكَ عَفَوْتُ عَنْكَ . اَلْعَفْوُ عِنْدَ الْمَقْدِرَةِ .

wamaʕa ðaalika ʕafawtu ʕanka ʔalʕafwu ʕinda⁀lmaqdirati
However, I have forgiven you. One should forgive when one is in a position of power."

وفِي يَوْمٍ مِنَ الْأَيَّامِ وَقَعَ الْأَسَدُ فِي شِبَاكِ صَيَّادٍ .

wafii yawmin mina⁀lʔayyaami waqaʕa⁀lʔasadu fii šibaaki ṣayyaadin
One day the lion fell into the nets of a hunter.

وَلَمْ يَسْتَطِعِ الْهَرَبَ فَأَخَذَ يَزْأَرُ زَئِيراً عَالِياً .

walam yastaṭiʕi⁀lharaba faʔaxaða yazʔaru zaʔiiran ʕaaliyan
It could not escape. So it started to roar very loudly.

سَمِعَ الْفَأْرُ زَئِيرَ الْأَسَدِ . وَكَانَ فَوْقَ شَجَرَةٍ .

samiʕa⁀lfaʔru zaʔiira⁀lʔasadi wakaana fawqa šajaratin
The mouse heard the roar of the lion. The mouse was on a tree.

اَلْأَسَدُ بَيْنَ الشِّبَاكِ ، وَالْفَأْرُ فَوْقَ الشَّجَرَةِ .

ʔalʔasadu bayna ššibaaki walfaʔru fawqa ššajarati
The lion was (caught) in the nets. The mouse was on the tree.

جَرَى الْفَأْرُ إِلَى الْأَسَدِ مُسْرِعاً .

jara lfaʔru ʔila lʔasadi musriʕan
The mouse ran quickly to the lion.

وَأَخَذَ يَقْرِضُ حِبَالَ الشِّبَاكِ .

waʔaxaða yaqriḍu ḥibaala ššibaaki
It started to gnaw at the ropes of the nets.

اِسْتَطَاعَ الْأَسَدُ الْخُرُوجَ مِنْهَا .

ʔistaṭaaʕa lʔasadu lxuruuja minhaa
The lion managed to get out of the nets.

شَكَرَ الْأَسَدُ الْفَأْرَ وَقَالَ :

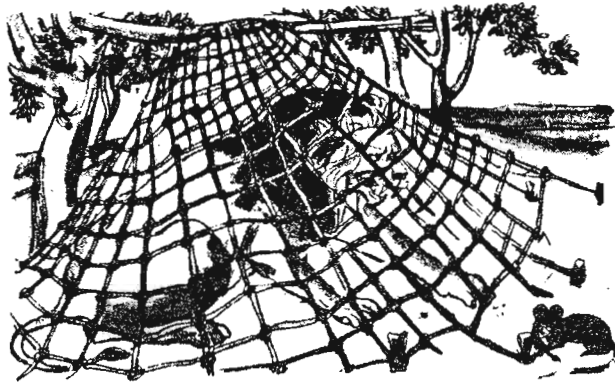
šakara lʔasadu lfaʔra waqaala
The lion thanked the mouse and said,

اَلْآنَ عَرَفْتُ : لِلصَّغِيرِ مَزِيَّةٌ ، وَلِلْكَبِيرِ مَزِيَّةٌ .

ʔalʔaana ʕaraftu lissaġiiri maziyyatun walilkabiiri maziyyatun
" Now I know: a small (creature) has its advantages, and a big (creature) has its advantages.

وَيَجِبُ أَلَّا نَحْتَقِرَ الصَّغِيرَ لِصِغَرِهِ ، فَلِكُلِّ شَيْءٍ مَزِيَّةٌ .

wayajibu ʔallaa naḥtaqira ṣṣaġiira liṣiġarihi falikulli šayʔin maziyyatun
We should not despise a small creature for being small; everything has its advantage. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. You have already learnt that a nominal sentence consists of a subject and a predicate. A predicate may be singular, dual or plural. It may be masculine or feminine.
2. This lesson introduces another kind of predicate.

Read the following sentence:

اَلْفَأْرُ فِي الْجُحْرِ .

It is a nominal sentence consisting of a subject (اَلْفَأْرُ) and a predicate (فِي الْجُحْرِ) . Note that the predicate consists of a preposition (فِي) and a noun (اَلْجُحْرِ) . Note also that the noun following the preposition ends with the vowel (اَلْكَسْرَةُ) ; it is in the genitive case. Other examples are:

اَلْأَسَدُ فِي هَيَاجٍ ـ اَلْفَأْرُ فِي خَوْفٍ .

The first sentence consists of a subject (اَلْأَسَدُ) and a predicate (فِي هَيَاجٍ). Similarly, the second sentence consists of a subject (اَلْفَأْرُ) and a predicate (فِي خَوْفٍ) .

3. Read the following sentence:

اَلْفَأْرُ فَوْقَ الشَّجَرَةِ .

It is a nominal sentence. It consists of a subject (اَلْفَأْرُ) and a predicate (فَوْقَ الشَّجَرَةِ) . The predicate is an adverbial phrase of place. Similarly, the sentence (اَلْعَفْوُ عِنْدَ الْمَقْدِرَةِ) consists of a subject (اَلْعَفْوُ) and a predicate (عِنْدَ الْمَقْدِرَةِ) ; the predicate is an adverbial

phrase of time.

Thus a predicate may be a prepositional or an adverbial phrase.

4. Read the following sentence:

لِلصَّغِيرِ مَزِيَّةٌ .

It is a nominal sentence consisting of a subject (مَزِيَّةٌ) and a predicate (لِلصَّغِيرِ) . The predicate consists of a preposition and a noun.

Note that the predicate precedes the subject.

Note also that the subject is an indefinite noun. This shows that when a subject is an indefinite noun and the predicate consists of a preposition and a noun, the predicate must precede the subject.

The predicate also precedes the subject when the former is an adverbial phrase and the latter an indefinite noun:

فَوْقَ الشَّجَرَةِ فَأْرٌ .

If the subject is definite and the predicate is a prepositional or an adverbial phrase, the predicate may precede or follow the subject:

اَلْفَأْرُ فِي الْجُحْرِ أَوْ فِي الْجُحْرِ اَلْفَأْرُ .

اَلْفَأْرُ فَوْقَ الشَّجَرَةِ أَوْ فَوْقَ الشَّجَرَةِ اَلْفَأْرُ .

EXERCISES

تمرينات

1. Answer the following questions:

– مَا اسْمُ بَيْتِ الأَسَدِ ؟

– مَا اسْمُ بَيْتِ الْفَأْرِ ؟

– لِمَاذَا غَضِبَ الأَسَدُ مِنَ الْفَأْرِ ؟

– كَيْفَ رَدَّ الْفَأْرُ جَمِيلَ الأَسَدِ ؟

2. Supply the missing predicates in the following:

– اَلْفَأْرُ . . . . . .

– اَلأَسَدُ فِي هَيَاجٍ ، وَالْفَأْرُ . . . . .

– . . . . . مَزِيَّةٌ ، و . . . . . مَزِيَّةٌ .

3. Indicate the predicate in each of the following sentences. Then state its kind:

– اَلْبَطَّةُ فِي الْمَاءِ .

– اَلْعُصْفُورُ فَوْقَ الشَّجَرَةِ .

– فِي الْمَكْتَبَةِ أَقْلَامٌ .

– اَلشَّمْسُ مُشْرِقَةٌ .

– اَلْمُسَافِرُونَ فِي الْمَحَطَّةِ .

– اَلْقِطَارُ سَرِيعٌ .

4. Write a nominal sentence about each of the following pictures. The sentence should consist of a subject and a predicate which is either a prepositional or an adverbial phrase.

اَلدَّرْسُ السَّبْعُونَ

ʔaddarsu ssabʕuuna
Lesson Seventy

أَصْوَاتُ الْحَيَوَانَاتِ وَالطَّيْرِ

ʔaṣwaatu lhayawaanaati waṭṭayri
The voices of animals and birds

يُحِبُّ مَحْمُودٌ قِطَّتَهُ ، وَتُحِبُّ الْقِطَّةُ مَحْمُوداً .

yuhibbu mahmuudun qiṭṭatahu watuhibbu lqiṭṭatu mahmuudan
Mahmoud likes his cat. The cat likes Mahmoud.

أَقْبَلَ وَالِدُ مَحْمُودٍ .

ʔaqbala waalidu mahmuudin
Mahmoud's father came.

جَرَى مَحمُودٌ إِلَيْهِ ، وَقَالَ :

jaraa mahmuudun ʔilayhi waqaala
Mahmoud ran to him and said,

تَكَلَّمَتْ قِطَّتِي .

takallamat qiṭṭatii
" My cat has spoken. "

وَيَنْعَقُ الْغُرَابُ	وَتَقُوقُ الدَّجَاجَةُ	وَيَصِيحُ الدِّيكُ
wayanʕaqu lguraabu	wataquuqu ddajaajatu	wayaṣiiħu ddiiku
The crow jars.	The hen clucks.	The cock crows.

ثُمَّ مَاءَتْ قِطَّةُ مَحْمُودٍ .

θumma maaʔat qiṭṭatu maħmuudin
Then Mahmoud's cat mewed.

قَالَ مَحْمُودٌ لِوَالِدِهِ : مَاءَتْ قِطَّتِي .

qaala maħmuudun liwaalidihi maaʔat qiṭṭatii
Mahmoud said to his father, " My cat has mewed. "

فَرِحَ الْوَالِدُ وَقَالَ :

fariħa lwaalidu waqaala
Mahmoud's father was pleased and said,

عَرَفْتَ الْآنَ صَوْتَ الْقِطَّةِ .

ʕarafta lʔaana ṣawta lqiṭṭati
" Now you know (how to call) the voice of the cat. "

فَقَالَ مَحْمُودٌ :

faqaala maħmuudun
Mahmoud said,

وَعَرَفْتُ الْأَصْوَاتَ الَّتِي ذَكَرْتَهَا .

waʕaraftu lʔaṣwaata llatii ðakartahaa
" I have also known (how to call) the voices you have mentioned. "

EXERCISES تمرينات

1. Indicate the verb and the subject in each of the following sentences:

(١) مَاءَتِ الْقِطَّةُ .
(٢) نَبَحَ الْكَلْبُ .
(٣) صَهَلَ الْحِصَانُ .
(٤) شَقْشَقَ الْعُصْفُورُ .
(٥) عَوَى الذِّئْبُ .
(٦) نَهَقَ الْحِمَارُ .

2. Supply the missing verb in each of the following sentences:

(١) . . . . . الْحَمَامَةُ .
(٢) . . . . . الْأَسَدُ .
(٣) . . . . . الْغُرَابُ .
(٤) . . . . . الدَّجَاجَةُ .

3. Supply the missing subject in each of the following sentences:

(١) يَطِيرُ . . . . .
(٢) يَكْتُبُ . . . . .
(٣) أَشْرَقَتْ . . . . .
(٤) يَعُودُ . . . . .
(٥) ظَهَرَ . . . . .
(٦) فَرِحَ . . . . .

اَلدَّرْسُ الْحَادِي وَالسَّبْعُونَ

ʔaddarsu ͡ lħaadii wassabʕuuna

Lesson Seventy-One

أُسْرَةٌ مُتَعَاوِنَةٌ

ʔusratun mutaʕaawinatun

A cooperating family

أَقْبَلَ الصَّبَاحُ . وَانْتَشَرَ النُّورُ. وَاسْتَيْقَظَتِ الْقَرْيَةُ. وَصَحَا النَّائِمُونَ .

ʔaqbala ͡ ṣṣabaaħu wantaʃara ͡ nnuuru wastayqaðati ͡ lqaryatu waṣaħa ͡ nnaaʔimuuna

Morning has come. Light has spread. The village is up. The sleepers have awaken

أُسَرُ الْفَلَّاحِينَ مُتَعَاوِنَةٌ :

ʔusaru ͡ lfallaaħiina mutaʕaawinatun

The families of farmers are cooperating.

يَعْمَلُ الْفَلَّاحُونَ ، وَتَعْمَلُ الزَّوْجَاتُ ، وَيَعْمَلُ الْأَوْلَادُ .

yaʕmalu ͡ lfallaaħuuna wataʕmalu ͡ zzawjaatu wayaʕmalu ͡ lʔawlaadu

The farmers work. The wives (of farmers) work. The children (of farmers) work.

اِسْتَيْقَظَ الْوَالِدَانِ ، وَاسْتَيْقَظَ الْأَوْلَادُ .

ʔistayqaða ͡ lwaalidaani wastayqaða ͡ lʔawlaadu

The parents (father and mother) woke up. The children woke up.

وَبَدَأَ كُلٌّ مِنْهُمْ يَسْتَعِدُّ لِعَمَلِه .

wabadaʔa kullun minhum yastaʕiddu liʕamalihi
Each one of them began to get ready for work.

ذَهَبَ الْوَالِدُ إِلَى الْمَسْجِدِ.

ðahaba lwaalidu ʔila lmasjidi
The father went to the mosque.

وَقَامَتِ الْأُمُّ بِأَعْمَالِ الْبَيْتِ .

waqaamati lʔummu biʔaʕmaali lbayti
The mother did the house work.

تَحْلُبُ الْبَقَرَةَ ، وَتُنَظِّفُ الْبَيْتَ ، وَتُعِدُّ الطَّعَامَ .

taħlubu lbaqarata watunaððifu lbayta watuʕiddu ttaʕaama
She milks the cow, cleans the house, and prepares food.

وَتُسَاعِدُ الْبِنْتَانِ الْأُمَّ فِى أَعْمَالِهَا .

watusaaʕidu lbintaani lʔumma fii ʔaʕmaalihaa
The two daughters help the mother in her work.

وَيَعُودُ الْوَالِدُ مِنَ الْمَسْجِدِ .

wayaʕuudu lwaalidu mina lmasjidi
The father returns from the mosque.

فَيَتَنَاوَلُ أَفْرَادُ الْأُسْرَةِ الْفُطُورَ .

fayatanaawalu ʔafraadu lʔusrati lfuṭuura
The members of the family eat breakfast.

ثُمَّ يَذْهَبُ كُلٌّ إِلَى عَمَلِه .

θumma yaðhabu kullun ʔilaa ʕamalihi
Then everyone goes to his work.

يَذْهَبُ الْوَالِدُ إِلَى الْحَقْلِ ، وَيَذْهَبُ الْأَوْلَادُ إِلَى الْمَدْرَسَةِ .

yaðhabu lwaalidu ʔila lħaqli wayaðhabu lʔawlaadu ʔila lmadrasati
The father goes to the field, and the children go to school.

وَيَقُومُ الْوَالِدُ بِعَمَلِهِ فِي الْحَقْلِ .

wayaquumu͡ lwaalidu biʕamalihi fi͡ lħaqli
The father does his work in the field.

يَسْقِي الزَّرْعَ وَيَرْعَى الْمَاشِيَةَ ، وَتُسَاعِدُ الزَّوْجَةُ زَوْجَهَا .

yasqi͡ zzarʕa wayarʕa͡ lmaaʃiyata watusaaʕidu͡ zzawjatu zawjahaa
He waters the plants and looks after the cattle. The wife helps her husband.

وَيَذْهَبُ الْأَوْلَادُ إِلَيْهِمَا بَعْدَ الْخُرُوجِ مِنَ الْمَدْرَسَةِ ، وَيَتَعَاوَنُ الْجَمِيعُ فِي أَعْمَالِ الْحَقْلِ .

wayaðhabu͡ lʔawlaadu ʔilayhimaa baʕda͡ lxuruuji mina͡ lmadrasati wayataʕaawanu ͡ljamiiʕu fii ʔaʕmaali͡ lħaqli
After leaving school the children join them and all (of them) cooperate in working in the field.

وَفِي الْمَسَاءِ يَعُودُ الْوَالِدَانِ ، وَيَعُودُ الْأَوْلَادُ مَعَهُمَا فِي سُرُورٍ .

wafi͡ lmasaaʔi yaʕuudu͡ lwaalidaani wayaʕuudu͡ lʔawlaadu maʕahumaa fii suruurin
In the evening, the parents return (home). The children return with them happily (with pleasure).

اَلْأُسْرَةُ تَعْمَلُ وَتَتَعَاوَنُ .

ʔalʔusratu taʕmalu watataʕaawanu
The family works and cooperates.

GRAMMATICAL NOTES — اَلْمُلاحَظَاتُ النَّحْوِيَّةُ

1. أَقْبَلَ الصَّبَاحُ — اِسْتَيْقَظَتِ الْقَرْيَةُ .

Note that the subject in each sentence is singular. It is in the nominative case which is here indicated by (اَلضَّمَّةُ).

2. اِسْتَيْقَظَ الْوَالِدَانِ — تُسَاعِدُ الْبِنْتَانِ الأُمَّ .

Note that the subject in each sentence is dual. It is in the nominative case which is here indicated by (ا) in the dual ending (ـَانِ).

3. صَحَا النَّائِمُونَ — يَعْمَلُ الْفَلاَّحُونَ .

Note that the subject in each sentence is a sound masculine plural. It is in the nominative case which is here indicated by (و) in the ending (ـُونَ).

4. تَعْمَلُ الزَّوْجَاتُ .

Note that the subject is a sound feminine plural. It is in the nominative case which is indicated by (اَلضَّمَّةُ) as in the singular.

5. اسْتَيْقَظَ الأَوْلاَدُ .

Note that the subject is a broken plural. It is in the nominative case which is indicated by (اَلضَّمَّةُ) as in the singular.

6. اسْتَيْقَظَ الْوَالِدُ .
اسْتَيْقَظَ الْوَالِدَانِ .
اسْتَيْقَظَ الأَوْلاَدُ .

Note that the subject is singular, dual and plural in the first, second and third sentences respectively.

Note also that the verb has the same form in the three sentences. This indicates that the verb does not change form when the subject changes from singular into dual or plural.

EXERCISES — تمرينات

1. Make the subject dual and then plural in the following sentences :

(١) يَسْقِي الْفَلَّاحُ الزَّرْعَ .
(٢) يَبِيعُ الصَّيْدَلِيُّ الدَّوَاءَ .
(٣) يَصْنَعُ النَّجَّارُ الْكُرْسِيَّ .
(٤) تَطِيرُ الطَّائِرَةُ فِي الْهَوَاءِ .

2. Fill in the blanks with suitable verbs chosen from those given below:

وَصَلَ – تَسِيرُ – يَدْخُلُ – يُشِيرُ – أَكَلَ – يُشِيرُ

(١) . . . . . الْعَقْرَبُ الْكَبِيرُ فِي السَّاعَةِ إِلَى الدَّقَائِقِ .
(٢) . . . . . الْعَقْرَبُ الصَّغِيرُ فِي السَّاعَةِ إِلَى السَّاعَاتِ .
(٣) . . . . . الدَّجَاجُ الْقَمْحَ .
(٤) . . . . . الْقِطَارُ إِلَى الْمَحَطَّةِ .
(٥) . . . . . السَّفِينَتَانِ فِي النِّيلِ .
(٦) . . . . . الْمُصَلُّونَ الْمَسْجِدَ .

3. Fill in the blanks with suitable subjects chosen from those given below:

الْمُسَافِرُونَ – الْعَامِلَاتُ – الصَّدِيقَانِ – الْبُلْبُلُ

(١) قَامَ . . . . . بِرِحْلَةٍ .
(٢) يُغَرِّدُ . . . . .

(٣) يَرْكَبُ . . . . الْقِطَارَ .

(٤) تَرْجِعُ . . . . . . مِنَ الْمَصْنَعِ .

4. Form five verbal sentences combining a verb from (A) with a subject from (B):

(B)	(A)
الْقِطَّتَانِ	صَهَلَ
الْأَصْوَاتُ	تُشَقْشِقُ
الْحِصَانَانِ	يُؤَذِّنُ
الْعَصَافِيرُ	تَرْتَفِعُ
الْمُؤَذِّنُونَ	تَمُوءُ

اَلدَّرْسُ الثَّانِى وَالسَّبْعُونَ

ʔaddarsu θθaanii wassabʕuuna
Lesson Seventy - Two

عِيدُ مِيلَادِ نَبِيلٍ

ʕiidu miilaadi nabiilin
Nabil's birthday

قَالَ نَبِيلٌ لِوَالِدِهِ :

qaala nabiilun liwaalidihi
Nabil said to his father,

قَرُبَ عِيدُ مِيلَادِى.

qaruba ʕiidu miilaadii
" My birthday is approaching.

وَأَوَدُّ حَفْلَةً لَطِيفَةً ،

waʔawaddu ħaflatan laṭiifatan
I would like to have a nice party,

أَدْعُو لَهَا الْأَصْدِقَاءَ وَالزُّمَلَاءَ .

ʔadʕuu laha lʔaṣdiqaaʔa wazzumalaaʔa
to which I invite friends and classmates. "

وَافَقَ الْوَالِدُ عَلَى الْفِكْرَةِ .

waafaqa‿lwaalidu ʕala‿lfikrati
The father agreed to the idea.

ودَعَا نَبِيلٌ الْأَصْدِقَاءَ والزُّمَلَاءَ .

wadaʕaa nabiilunu‿lʔaṣdiqaaʔa wazzumalaaʔa
Nabil invited his friends and classmates.

اِشْتَرَى كُلُّ صَدِيقٍ هَدِيَّةً لِنَبِيلٍ .

ʔištaraa kullu ṣadiiqin hadiyyatan linabiilin
Each friend bought a present for Nabil.

وَجَاءَ مَوْعِدُ الْحَفْلَةِ .

wajaaʔa mawʕidu‿lḥaflati
It was time for the party.

فَحَضَرَ الزُّمَلَاءُ وَالْأَصْدِقَاءُ .

faḥaḍara‿zzumalaaʔu walʔaṣdiqaaʔu
The classmates and friends came over.

اِسْتَقْبَلَ نَبِيلٌ الْمَدْعُوِّينَ .

ʔistaqbala nabiilunu‿lmadʕuwwiina
Nabil received the guests (the people invited).

وَجَلَسَ الْجَمِيعُ فِي غُرْفَةِ الْجُلُوسِ .

wajalasa‿ljamiiʕu fii ġurfati‿ljuluusi
Everybody sat in the sitting room.

فَتَحَ نَبِيلٌ الرَّادْيُو .

fataḥa nabiilunu‿rraadyoo
Nabil turned the radio on.

فَسَمِعَ الْأَصْدِقَاءُ الْأَلْحَانَ .

fasamiʕa‿lʔaṣdiqaaʔu‿lʔalḥaana
The friends listened to music (the tunes).

ثُمَّ قَصُّوا النَّوَادِرَ اللَّطِيفَةَ .

θumma qaṣṣu͡ nnawaadira͡ llaṭiifata
They told each other pleasant anecdotes.

وَلَعِبُوا الأَلْعَابَ المُسَلِّيَةَ .

walaʕibu͡ lʔalʕaaba͡ lmusalliyata
They played amusing games.

دَعَا نَبِيلٌ الحَاضِرِينَ إِلَى المَائِدَةِ .

daʕaa nabiilunu͡ lħaaḍiriina ʔila͡ lmaaʔidati
Nabil invited the guests to the table.

فَشَرِبُوا الشَّايَ وَأَكَلُوا الفَطَائِرَ .

faŝaribu͡ ŝŝaaya waʔakalu͡ lfaṭaaʔira
They drank tea and ate cakes.

وَأَشْعَلَتْ أُمُّ نَبِيلٍ الشَّمَعَاتِ .

waʔaŝʕalat ʔummu nabiilini͡ ŝŝamaʕaati
Nabil's mother lit the candles.

ثُمَّ أَطْفَأَ نَبِيلٌ الشَّمَعَاتِ .

θumma ʔaṭfaʔa nabiilunu͡ ŝŝamaʕaati
Then Nabil blew the candles off.

وَصَفَّقَ الجَمِيعُ لِنَبِيلٍ وَقَالُوا :

waṣaffaqa͡ ljamiiʕu linabiilin waqaaluu
Everybody applauded (for) Nabil and said,

عِيدُ مِيلَادٍ سَعِيدٌ يَا نَبِيلُ .

ʕiidu miilaadin saʕiidun yaa nabiilu
" Happy birthday, Nabil. "

قَدَّمَ كُلُّ وَاحِدٍ هَدِيَّتَهُ لِنَبِيلٍ .

qaddama kullu waaħidin hadiyyatahu linabiilin
Every one gave Nabil his present.

وَقَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

waqaddama lwaalidaani hadiyyatayni
Nabil's parents gave (him) two presents.

وَفَرِحَ نَبِيلٌ بِالْهَدَايَا .

wafariha nabiilun bilhadaayaa
Nabil was happy with the presents.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. Read the following sentences:

اِشْتَرَى الصَّدِيقُ هَدِيَّةً . شَرِبَ الْحَاضِرُونَ الشَّايَ .

These are two verbal sentences. Each consists of a verb and a subject. The subject in each is followed by a noun: (هَدِيَّةً) in the first sentence and (الشَّايَ) in the second. Note that the added word in each sentence is the receiver of the action and is, therefore, called an object. Note also that the object in both sentences is singular and is in the accusative case which is here indicated by (اَلْفَتْحَةُ) .

2. Read the following sentence:

قَدَّمَ الْوَالِدَانِ هَدِيَّتَيْنِ .

Note that the object in this sentence is the word (هَدِيَّتَيْنِ) . It is dual and is in the accusative case which is here indicated by (اَلْيَاءُ) in the ending (ـَيْنِ) .

3. Read the following sentences:

اِسْتَقْبَلَ نَبِيلٌ الْمَدْعُوِّينَ . دَعَا نَبِيلٌ الْحَاضِرِينَ .

Note that the object in the first sentence is (الْمَدْعُوِّينَ) and in the second (الْحَاضِرِينَ) . Both objects are sound masculine plurals. They are in the accusative case which is here indicated by (اَلْيَاءُ) in the ending (ـِينَ) .

4. Read the following sentence:

أَشْعَلَتِ الْأُمُّ الشَّمَعَاتِ .

Note that the object in this sentence is the word (اَلشَّمَعَاتِ) . It is

a sound feminine plural (the singular is شَمْعَةٌ) . It is in the accusative case which is here indicated by (اَلْكَسْرَةُ) below (اَلتَّاءُ) in the ending (اتِ) .

5. Read the following sentences:

دَعَا نَبِيلٌ الأَصْدِقَاءَ .   سَمِعَ الأَصْدِقَاءُ الأَلْحَانَ .

The objects in these two sentences are the broken plurals (الأَصْدِقَاءَ) and (الأَلْحَانَ) . They are in the accusative case which is here indicated by (اَلْفَتْحَةُ) as in the singular.

EXERCISES تمرينات

1. Underline the object in each of the following sentences and show its case ending:

(١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .
(٢) وَأَلْصَقَ نَبِيلٌ طَابَعَ الْبَرِيدِ عَلَى الظَّرْفِ .
(٣) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ مِنَ الصُّنْدُوقِ .
(٤) سَاعِي الْبَرِيدِ يَحْمِلُ الْحَقِيبَةَ .
(٥) أَحْضَرَ الطَّبِيبُ الدَّوَاءَ .

2. Fill in the blanks with suitable objects chosen from the words given below:

حَقِيبَةَ ـ حُجْرَةَ ـ نَظَّارَةَ ـ حِذَاءً ـ الْجَرِيدَةَ .

(١) يَلْبَسُ أَشْرَفُ . . . . . وَالِدِهِ ، وَيُمْسِكُ . . . . . فِي يَدِهِ.
(٢) إِلْهَامُ تَدْخُلُ . . . . . أُمِّهَا .
(٣) إِلْهَامُ تَلْبَسُ . . . . . عَالِياً وَتَحْمِلُ . . . . . أُمِّهَا .

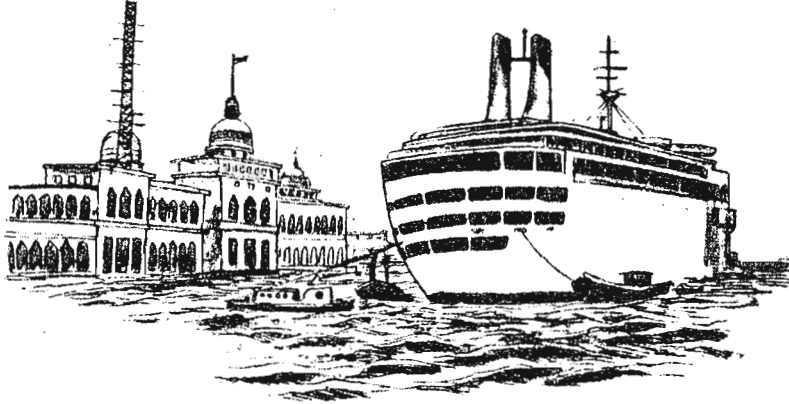
3. Fill in the blanks with suitable objects and show their case endings:

(١) فِي الْمَطَارِ رَأَى خَلِيلٌ . . . . . كَبِيرَةً .
(٢) نُشَاهِدُ . . . . . عَلَى الْمَسْرَحِ .
(٣) نَحْنُ نَسْمَعُ . . . . . مِنَ الرَّادْيُو .
(٤) وَنَقْرَأُ . . . . . فِي الْجَرِيدَةِ .
(٥) نَحْنُ نَتَعَلَّمُ . . . . . بِالرَّادْيُو .

4. Make the object in the following sentence dual and then plural showing the case ending:

كَتَبَ نَبِيلٌ إِلَى عَمِّهِ خِطَاباً .

اَلدَّرْسُ الثَّالِثُ وَالسَّبْعُونَ

ʔaddarsu θθaaliθu wassabʕuuna
Lesson Seventy-Three

قَنَاةُ السُّوَيْسِ

qanaatu ssuwaysi
The Suez Canal

قَنَاةُ السُّوَيْسِ فِي أَرْضِ مِصْرَ .

qanaatu ssuwaysi fii ʔarḍi miṣra
The Suez Canal is in the land of Egypt.

تَبْدَأُ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْسِ .

tabdaʔu lqanaatu min miinaaʔi ssuwaysi
The Canal begins at the port of Suez.

مَدِينَةُ السُّوَيْسِ عَلَى الْبَحْرِ الْأَحْمَرِ .

madiinatu ssuwaysi ʕala lbaħri lʔaħmari
The city of Suez is on the Red Sea.

تَمُرُّ الْقَنَاةُ بِالْبُحَيْرَاتِ الْمُرَّةِ ،

tamurru lqanaatu bilbuhayraaati lmurrati
The Canal passes through the Bitter Lakes,

وَتَنْتَهِى إِلَى مِينَاءِ بُورْ سَعِيدَ .

watantahii ʔilaa miinaaʔi boorsaʕiida
and ends at the harbour of Port Said.

بُورْ سَعِيدُ عَلَى الْبَحْرِ الْمُتَوَسِّطِ .

boorsaʕiidu ʕala lbahri lmutawassiti
Port Said is on the Mediterranean Sea.

تَرْبِطُ الْقَنَاةُ الْبَحْرَ الْأَحْمَرَ بِالْبَحْرِ الْمُتَوَسِّطِ .

tarbitu lqanaatu lbahra lʔahmara bilbahri lmutawassiti
The Canal links the Red Sea with the Mediterranean Sea.

تَأْتِى السُّفُنُ إِلَى الْقَنَاةِ مِنْ بِلَادِ الْعَالَمِ الْمُخْتَلِفَةِ ،

taʔti ssufunu ʔila lqanaati min bilaadi lʕaalami lmuxtalifati
Ships come to the Canal from the different countries of the world,

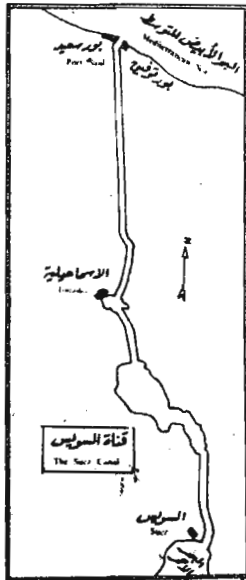
وَتَعْبُرُهَا فِى الاتِّجَاهَيْنِ ،

wataʕburuhaa fii littijaahayni
and cross it from either direction.

فَتُوَفِّرُ الْكَثِيرَ مِنَ الْوَقْتِ وَالْمَالِ .

fatuwaffiru lkaθiira mina lwaqti walmaali
So they (the ships) save much time and money.

قَنَاةُ السُّوَيْسِ نِعْمَةٌ عَلَى الْعَالَمِ .

qanaatu ssuwaysi niʕmatun ʕala lʕaalami
The Suez Canal is a blessing to the world.

حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ فِي الْقَرْنِ الْمَاضِي .

ħafara͡ lmiṣriyyuuna͡ lqanaata fi͡ lqarni͡ lmaaḍii
The Egyptians dug the Canal in the last century.

وَفِي حَفْرِهَا بَذَلَتْ مِصْرُ جُهْداً كَبِيراً ،

wafii ħafrihaa baðalat miṣru juhdan kabiiran
In digging the Canal, Egypt expended much effort,

وَفَقَدَتْ كَثِيراً مِنَ الْمِصْرِيِّينَ .

wafaqadat kaθiiran mina͡ lmiṣriyyiina
and lost many Egyptians.

وَلَكِنْ سَيْطَرَتْ شَرِكَةٌ أَجْنَبِيَّةٌ عَلَى الْقَنَاةِ ،

walaakin sayṭarat šarikatun ʔajnabiyyatun ʕala͡ lqanaati
But a foreign company dominated the Canal,

وَاسْتَغَلَّتْهَا لِمَصْلَحَتِهَا .

wastagallathaa limaṣlaħatihaa
and exploited it for its own benefit.

وَفِي شَهْرِ يُولْيُو مِنْ عَامِ ١٩٥٦ أَمَّمَتْ مِصْرُ شَرِكَةَ الْقَنَاةِ ، وَعَادَتِ الْقَنَاةُ إِلَى أَهْلِهَا .

wafii šahri yuulyuu min ʕaami ʔalfin watisʕimiʔatin wasittatin waxamsiina ʔammamat miṣru šarikata͡ lqanaati waʕaadati͡ lqanaatu ʔilaa ʔahlihaa
In (the month of) July 1956, Egypt nationalized the Canal Company and the Canal returned to its people.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّة

1. تَبْدَأُ الْقَنَاةُ مِنْ مِينَاءِ السُّوَيْس .
وَتَمُرُّ بِالْبُحَيْرَاتِ الْمُرَّة .
وَتَنْتَهِي إِلَى مِينَاءِ بُورْ سَعِيدَ .

These are three verbal sentences. Each consists of a verb, a subject and a complement consisting of a preposition and a noun.

The complement in the first sentence is (مِنْ مِينَاءِ), in the second (بِالْبُحَيْرَاتِ), and in the third (إِلَى مِينَاءِ) .

Note that the case ending of the noun after the preposition is (اَلْكَسْرَةُ). This indicates that a preposition is followed by a noun in the genitive case.

2. تَعْبُرُ السُّفُنُ الْقَنَاةَ فِي الاتِّجَاهَيْنِ .

Note that the preposition in this sentence is (فِي) . The noun governed by the preposition is (الاتِّجَاهَيْنِ). It is dual and is in the genitive case which is here indicated by (اَلْيَاءُ) in the ending (ـَيْنِ) .

3. فَقَدَتْ مِصْرُ كَثِيراً مِنَ الْمِصْرِيِّينَ .

The preposition is (مِنْ) . The noun governed by it is (اَلْمِصْرِيِّينَ). It is a sound masculine plural in the genitive case which is here indicated by (اَلْيَاءُ) in the ending (ـِينَ).

Thus the genitive case of both the dual and the sound masculine plural is indicated by (اَلْيَاءُ) . But the genitive case of the broken plural and the sound feminine plural is indicated by (اَلْكَسْرَةُ) as in the singular.

Broken plural: يَكْتُبُ التَّلَامِيذُ بِالْأَقْلَامِ .

Sound feminine plural: نَشْتَرِي الْبَيْضَ مِنَ الْفَلَّاحَاتِ .

4. This lesson introduces two new prepositions. They are:

عَلَى (عَلَى الْعَالِمِ)

اَللَّامُ (لِمَصْلَحَتِهَا) .

EXERCISES تمرينات

1. Underline the preposition and the noun governed by it in the following: (Revise lesson 42)

(١) كَتَبَ نَبِيلٌ خِطَاباً إِلَى عَمِّهِ .
(٢) أَلْصَقَ نَبِيلٌ طَابَعَ الْبَرِيدِ عَلَى الظَّرْفِ .
(٣) وَضَعَ نَبِيلٌ الْخِطَابَ فِي الصُّنْدُوقِ .
(٤) أَخَذَ سَاعِي الْبَرِيدِ الْخِطَابَ مِنَ الصُّنْدُوقِ .
(٥) وَضَعَ سَاعِي الْبَرِيدِ الْخِطَابَاتِ فِي حَقِيبَةٍ .

2. Complete each of the following sentences with a complement (a preposition + a noun) chosen from those given below:

مِنَ الصَّيْدَلِيَّةِ – فِي الْمَصْنَعِ – عَلَى الْمَائِدَةِ – مِنَ الْجَزَّارِ – فِي الصَّبَاحِ

(١) يَقْرَأُ أَبِي الْجَرِيدَةَ . . . . .
(٢) يَشْتَرِي سَالِمٌ اللَّحْمَ . . . . .
(٣) تَعْمَلُ الْعَامِلَةُ . . . . .
(٤) وَضَعَتْ أُخْتِي الطَّعَامَ . . . . .
(٥) أَحْضَرَ الطَّبِيبُ الدَّوَاءَ . . . . .

3. Answer the following questions:

(١) مِنْ أَيْنَ تَبْدَأُ قَنَاةُ السُّوَيْسِ ؟
(٢) إِلَى أَيْنَ تَنْتَهِي ؟
(٣) أَيْنَ مِينَاءُ بُورْ سَعِيدَ ؟

(٤) مَتَى حَفَرَ الْمِصْرِيُّونَ الْقَنَاةَ ؟

(٥) مَتَى عَادَتِ الْقَنَاةُ إِلَى مِصْرَ ؟

4. Show the case endings of the nouns governed by prepositions in the following sentences:

(١) ذَهَبَ سَالِمٌ وَأُسْرَتُهُ إِلَى الْبُرْجِ .

(٢) رَجَعَ الْعُمَّالُ مِنَ الْمَصَانِعِ .

(٣) نَنْظُرُ إِلَى الْعَقْرَبَيْنِ فِي السَّاعَةِ لِنَعْرِفَ الْوَقْتَ .

(٤) سَلَّمَ الْمُوَدِّعُونَ عَلَى الْمُسَافِرِينَ .

(٥) تُلْصَقُ الطَّوَابِعُ عَلَى الْخِطَابَاتِ .

اَلدَّرْسُ الرَّابِعُ وَالسَّبْعُونَ

ʔaddarsu⁀rraabiʕu wassabʕuuna

Lesson Seventy-Four

لَا تُصَاحِبِ الْكَذَّابَ

laa tuṣaahibi⁀lkaðððaaba

Do not accompany the liar.

خَرَجَ صَدِيقَانِ لِلصَّيْدِ صَبَاحاً .

xaraja ṣadiiqaani liṣṣaydi ṣabaahan

Two friends went out to hunt in the morning.

وَحَمَلَ كُلٌّ مِنْهُمَا سِلَاحَهُ فَوْقَ كَتِفِهِ .

wahamala kullun minhumaa silaahahu fawqa katifihi

Each one of them carried his weapon on his shoulder.

سَارَ الصَّدِيقَانِ حَتَّى الظُّهْرِ .

saara⁀ṣṣadiiqaani hatta⁀ððuhri

The two friends walked until noon.

ثُمَّ جَلَسَا يَسْتَرِيحَانِ تَحْتَ شَجَرَةٍ .

θumma jalasaa yastariihaani tahta šajaratin

Then they sat down to rest under a tree.

تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَتِهِ مُدَّةً .

takallama ʔaħaduhumaa ʕan šajaaʕatihi muddatan
One of them talked about his courage for some time.

وَقَالَ إِنَّهُ لَا يَخَافُ أَبَداً .

waqaala ʔinnahu laa yaxaafu ʔabadan
He said that he is never afraid.

وَفَجْأَةً طَلَعَ عَلَيْهِمَا دُبٌّ كَبِيرٌ .

wafajʔatan ṭalaʕa ʕalayhimaa dubbun kabiirun
Suddenly a big bear came on to them.

جَرَى الصَّيَّادُ « الشُّجَاعُ » فَوْراً ،

jara ṣṣayyaadu ššujaaʕu fawran
The « courageous » hunter ran away immediately,

وَصَعِدَ فَوْقَ شَجَرَةٍ عَالِيَةٍ .

waṣaʕida fawqa šajaratin ʕaaliyatin
and climbed up a high tree.

وَبَقِيَ الصَّيَّادُ الآخَرُ فِي مَكَانِهِ مُتَظَاهِراً بِالْمَوْتِ .

wabaqiya ṣṣayyaadu lʔaaxaru fii makaanihi mutaðaahiran bilmawti
The other hunter remained in his place pretending to be dead.

وَالدُّبُّ لَا يَأْكُلُ الْمَيْتَةَ .

waddubbu laa yaʔkulu lmaytata
The bear does not eat the dead.

سَارَ الدُّبُّ نَحْوَ الصَّيَّادِ ، وَدَارَ حَوْلَهُ وَهُوَ يَشُمُّهُ .

saara ddubbu naħwa ṣṣayyaadi wadaara ħawlahu wahuwa yašammuhu
The bear walked to the hunter and went around him sniffing at him.

وَبَعْدَ قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

wabaʕda qaliilin tarakahu wanṣarafa
After a while it left him and went away.

وَنَزَلَ الصَّيَّادُ الْأَوَّلُ مِنَ الشَّجَرَةِ .

wanazala ṣṣayyaadu lʔawwalu mina ššajarati
The first hunter climbed down the tree.

وَسَأَلَ صَدِيقَهُ : مَاذَا قَالَ لَكَ الدُّبُّ ؟

wasaʔala ṣadiiqahu maaðaa qaala laka ddubbu
He asked his friend, "What did the bear say to you ?"

قَالَ الصَّيَّادُ الثَّانِي : نَصَحَنِي الدُّبُّ وَقَالَ : لَا تُصَاحِبِ الْكَذَّابَ.

qaala ṣṣayyaadu θaanii naṣaħani ddubbu waqaala laa tuṣaahibi lkaððaaba
The other hunter said, " The bear advised me and said: do not accompany the liar. "

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. خَرَجَ صَدِيقَانِ صَبَاحاً . لَا يَخَافُ أَبَداً .

The word صَبَاحاً in the first sentence, and the word أَبَداً in the second indicate the time when the action took place. They are, therefore, adverbs of time.
Note that they are in the accusative case which is here indicated by (اَلْفَتْحَةُ).

2. حَمَلَ سِلَاحَهُ فَوْقَ كَتِفِهِ . يَسْتَرِيحَانِ تَحْتَ الشَّجَرَةِ

The word فَوْقَ in the first sentence and the word تَحْتَ in the second indicate the place where the action took place. They are, therefore, adverbs of place. Note that they are in the accusative case which is here indicated by (اَلْفَتْحَةُ).

3. Other adverbs of time and place which occurred in this lesson are:

Adverbs of time: مُدَّةً فَجْأَةً فَوْراً

Adverbs of place: نَحْوَ حَوْلَ

EXERCISES تمرينات

1. Fill in the blanks with suitable adverbs of place or adverbs of time:

(١) تَكَلَّمَ أَحَدُهُمَا عَنْ شَجَاعَته . . . . .
(٢) طَلَعَ عَلَيْهِمَا . . . . . دُبٌّ كَبِيرٌ .
(٣) جَرَى الصَّيَّادُ الشُّجَاعُ . . . . .
(٤) سَارَ الدُّبُّ . . . . . الصَّيَّادِ وَهُوَ يَشَمُّهُ .
(٥) . . . . . قَلِيلٍ تَرَكَهُ وَانْصَرَفَ .

2. Underline the adverbs of time in the following:
(This is to be done with reference to lesson 50.)

(١) سَافَرْنَا إِلَى أُسْوَانَ يَوْمَ الْجُمُعَةِ مَسَاءً .
(٢) وَوَصَلْنَا يَوْمَ السَّبْتِ ظُهْراً .
(٣) وَسَارَ بِنَا الْقِطَارُ لَيْلاً وَنَهَاراً .
(٤) وَقَضَيْنَا فِي أَسْوَانَ أُسْبُوعاً .

3. Underline the adverbs of place in the following:
(This is to done with reference to lesson 49.)

(١) اَلْمَكْتَبُ أَمَامَ النَّافِذَةِ ، وَالْبَابُ أَمَامَ الْمَكْتَبِ .
(٢) اَلنَّافِذَةُ وَرَاءَ الْكُرْسِيِّ ، وَالْكُرْسِيُّ وَرَاءَ الْمَكْتَبِ .
(٣) اَلْمَكْتَبَةُ يَمِينَ الْمَكْتَبِ ، وَالْمِنْضَدَةُ شِمَالَ الْمَكْتَبِ .
(٤) اَلْمَكْتَبُ بَيْنَ الْكُرْسِيِّ وَالْبَابِ .
(٥) صُنْدُوقُ الْمُهْمَلَاتِ تَحْتَ الْمَكْتَبِ .

4. Indicate the adverbs of time and place in the following:

(١) اَلزَّهْرِيَّةُ فَوْقَ الْمِنْضَدَةِ .

(٢) اَلنَّافِذَةُ وَرَاءَ الْمَكْتَبِ .

(٣) رَكِبْنَا الْبَاخِرَةَ صَبَاحاً .

اَلدَّرْسُ الْخَامِسُ وَالسَّبْعُونَ

ʔaddarsu͡ lxaamisu wassabʕuuna
Lesson Seventy-Five

فِي حَوْضِ السِّبَاحَةِ

fii ḥawḍi͡ ssibaaḥati
In the swimming pool

صَحَا نَبِيلٌ مِنْ نَوْمِهِ مُبَكِّرًا . سَيَذْهَبُ الْيَوْمَ إِلَى النَّادِي .

ṣaḥaa nabiilun min nawmihi mubakkiran sayaðhabu͡ lyawma ʔila͡ nnaadii
Nabil woke up early. He will go to the club today.

وَدَقَّ التِّلِيفُونُ . سَمِعَتْ نِهَادُ رَنِينَهُ عَالِياً .

wadaqqa͡ ttilifoonu samiʕat nihaadu raniinahu ʕaaliyan
The telephone rang. Nihad heard its ringing being loud.

جَرَتْ نِهَادُ مُسْرِعَةً وَرَفَعَتِ السَّمَّاعَةَ .

jarat nihaadu musriʕatan warafaʕati͡ ssammaaʕata
Nihad ran quickly and lifted the receiver.

اَلْمُتَكَلِّمُ عَادِلٌ صَدِيقُ نَبِيلٍ . سَمِعَتْ صَوْتَهُ وَاضِحاً .

ʔalmutakallimu ʕaadilun ṣadiiqu nabiilin samiʕat ṣawtahu waaḍiḥan
It's Adel, Nabil's friend, speaking. (Nihad) heard his voice being clear.

عَادِلٌ : صَبَاحَ الْخَيْرِ يَا نِهَادُ . هَلْ خَرَجَ نَبِيلٌ ذَاهِباً إِلَى النَّادِى ؟

ʕaadilun ṣabaaħa͡ lxayri yaa nihaadu hal xaraja nabiilun ðaahiban ʔila͡ nnaadii
Adel: « Good morning, Nihad. Has Nabil gone out going to the club ? »

نِهَادُ : لَا ، لَمْ يَخْرُجْ بَعْدُ . سَأُنَادِيهِ . انْتَظِرْ لَحْظَةً .

nihaadu laa lam yaxruj baʕdu saʔunaadiihi ʔintaðir laħðatan
Nihad :« No, he has not gone out yet. I will call him. Just a minute (wait a moment). »

نَبِيلٌ : صَبَاحَ الْخَيْرِ يَا عَادِلُ . أَسْتَعِدُّ الْآنَ لِلْخُرُوجِ. نَلْتَقِى فِى النَّادِى بَعْدَ نِصْفِ سَاعَةٍ .

nabiilun ṣabaaħa͡ lxayri yaa ʕaadilu ʔastaʕiddu͡ lʔaana lilxuruuji naltaqii fi͡ nnaadii baʕda niṣfi saaʕatin
Nabil : «Good morning, Adel . I am getting ready to go out . We will meet at the club in half an hour»

ذَهَبَ نَبِيلٌ إِلَى النَّادِى مَسْرُوراً . وَذَهَبَ عَادِلٌ إِلَيْهِ سَعِيداً .

ðahaba nabiilun ʔila͡ nnaadii masruuran waðahaba ʕaadilun ʔilayhi saʕiidan
Nabil went to the club being pleased. Adel went to it being happy.

هُمَا عُضْوَانِ قَدِيمَانِ فِى النَّادِى . وَهُمَا سَبَّاحَانِ مَاهِرَانِ .

humaa ʕuḍwaani qadiimaani fi͡ nnaadii wahumaa sabbaaħaani maahiraani
They are two old members in the club. They are two skilful swimmers.

وَقَفَ نَبِيلٌ وَعَادِلٌ عَلَى حَافَةِ حَوْضِ السِّبَاحَةِ .

waqafa nabiilun waʕaadilun ʕalaa ħaafati ħawḍi͡ ssibaaħati
Nabil and Adel stood on the edge of the swimming pool.

وَقَفَ الصَّدِيقَانِ مُتَأَهِّبَيْنِ .

waqafa͡ ṣṣadiiqaani mutaʔahhibayni
The two friends stood ready.

وَاحِدٌ اثْنَانِ ثَلَاثَةٌ . وَقَفَزَ الصَّدِيقَانِ إِلَى الْمَاءِ مُسْرِعَيْنِ .

waaħidun ʔiθnaani θalaaθatun waqafaza͡ ṣṣadiiqaani ʔila͡ lmaaʔi musriʕayni
One, two, three, and the two friends jumped into the water quickly.

تَسَابَقَ الصَّدِيقَانِ . سَبَحَ كُلٌّ مِنْهُمَا نَشِيطاً .

tasaabaqa ssadiiqaani sabaħa kullun minhumaa našiitan
The two friends raced. Each one of them swam actively.

سَبَقَ نَبِيلٌ صَاحِبَهُ . رَآهُ عَادِلٌ مُتَقَدِّماً ، فَبَذَلَ الْجُهْدَ مُضَاعَفاً .

sabaqa nabiilun saaħibahu raʔaahu ʕaadilun mutaqaddiman fabaðala ljuhda mudaaʕafan
Nabil was ahead of his friend. Adel saw him advancing. He made a double effort.

ضَاقَتِ الْمَسَافَةُ بَيْنَهُمَا . وَأَدْرَكَ عَادِلٌ نَبِيلاً قَبْلَ نِهَايَةِ السِّبَاقِ .

daaqati lmasaafatu baynahumaa waʔadraka ʕaadilun nabiilan qabla nihaayati ssibaaqi
The distance between them narrowed. Adel caught up with Nabil before the end of the race.

خَرَجَا مِنْ حَوْضِ السِّبَاحَةِ فِي لَحْظَةٍ وَاحِدَةٍ .

xarajaa min ħawdi ssibaaħati fii laħðatin waaħidatin
They came out of the swimming pool at the same moment.

اسْتَقْبَلَهُمَا الزُّمَلاءُ مُصَفِّقِينَ .

ʔistaqbalahu... zzumalaaʔu musaffiqiina
Their mates received them applauding.

وَاسْتَقْبَلَتْهُمَا الزَّمِيلاتُ مُصَفِّقَاتٍ .

wastaqbalathuma zzamiilaatu musaffiqaatin
Their female mates received them applauding.

GRAMMATICAL NOTES ## اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. (a) ذَهَبَ نَبِيلٌ إِلَى النَّادِي مَسْرُوراً .

This is a verbal sentence. The subject is (نَبِيلٌ) and (مَسْرُوراً) indicates the state of Nabil when he went to the club. In other words, (مَسْرُوراً) indicates the state of the subject when he did the action expressed by the verb. Note that (نَبِيلٌ) and (مَسْرُوراً) agree in gender; both are masculine singular.

(b) جَرَتْ نِهَادُ مُسْرِعَةً .

This is also a verbal sentence. The subject is (نِهَادُ) and (مُسْرِعَةً) indicates the state of Nihad when she ran. In other words, (مُسْرِعَةً) indicates the state of the subject when she did the action expressed by the verb. Note that (نِهَادُ) and (مُسْرِعَةً) agree in gender; both are feminine singular.

(c) سَمِعَتْ نِهَادُ الرَّنِينَ عَالِياً .

This is a verbal sentence. The subject is (نِهَادُ) and the direct object is (الرَّنِينَ). The word (عَالِياً) indicates the state or condition of (الرَّنِينَ) when (نِهَادُ) heard it. In other words,(عَالِياً) indicates the state of the direct object.

(d) بَذَلَ عَادِلٌ الْجُهْدَ مُضَاعَفاً .

This is also a verbal sentence. The subject is (عَادِلٌ) and the direct object is (الْجُهْدَ). The word (مُضَاعَفاً) (doubled) indicates the state of (الْجُهْدَ) (effort) made by (عَادِلٌ) , i.e. the state of the direct object.

2. The noun which indicates the state of the subject or direct object at the time the action takes place is called « accusative of state » (حَالٌ) ; is is always in the accusative. In the previous examples, the accusative case ending is (اَلْفَتْحَةُ) because the accusative of state is singular.

3. وَقَفَ الصَّدِيقَانِ مُتَأَهِّبَيْنِ - قَفَزَ الصَّدِيقَانِ مُسْرِعَيْنِ.

The nouns (مُتَأَهِّبَيْنِ) and (مُسْرِعَيْنِ) are accusatives of state. The accusative case ending is (ى) in the ending (يْنِ) because the accusativeof state is dual.

4. اِسْتَقْبَلَهُمَا الزُّمَلَاءُ مُصَفِّقِينَ - اِسْتَقْبَلَتْهُمَا الزَّمِيلَاتُ مُصَفِّقَاتٍ.

The noun(مُصَفِّقِينَ) is an accusative of state. The case ending is (ى) in the ending (ينَ) because the noun is a sound masculine plural. The noun (مُصَفِّقَاتٍ) is also an accusative of state but the case ending is (اَلْكَسْرَةُ) because the noun is a sound feminine plural.

EXERCISES — تمرينات

1. Indicate the accusative of state in each of the following sentences:

(١) صَحَا نَبِيلٌ مُبَكِّراً .

(٢) سَمِعَتْ نِهَادُ الصَّوْتَ وَاضِحاً .

(٣) ذَهَبَ عَادِلٌ إِلَى النَّادِى سَعِيداً .

(٤) هَلْ خَرَجَ نَبِيلٌ ذَاهِباً إِلَى النَّادِى ؟

2. Fill in the blanks with suitable accusatives of state:

(١) وَقَفَ نَبِيلٌ أَمَامَ حَوْضِ السِّبَاحَةِ . . . . .

(٢) سَبَحَ كُلٌّ مِنْهُمَا . . . . .

(٣) رَأَى عَادِلٌ صَاحِبَهُ . . . . .

3. Fill in the blanks with suitable accusatives of state chosen from those given below:

مَسْرُوراً ـ جَمِيلَةً ـ وَاسِعاً ـ مُبَكِّرَاتٍ ـ مَفْتُوحَةً ـ مُتْعَبِينَ .

(١) ذَهَبْتُ إِلَى الْمَسْرَحِ . . . . .

(٢) رَأَى خَلِيلٌ الْقَاهِرَةَ . . . . . مِنْ فَوْقِ الْبُرْجِ .

(٣) رَجَعَ الْفَلَّاحُونَ مِنَ الْحَقْلِ . . . . .

(٤) تَذْهَبُ الْعَامِلَاتُ إِلَى الْمَصْنَعِ . . . . .

(٥) تَرَكْتُ النَّافِذَةَ . . . . . لِيَدْخُلَ الْهَوَاءُ .

(٦) شَاهَدْتُ الْمَطَارَ . . . . .

4. Indicate the accusatives of state referring to the subject or the direct object in the following sentences:

(١) تَشْرَبُ وِدَادُ الشَّاىَ سَاخِناً .
(٢) يَضْحَكُ نَبِيلٌ مَسْرُوراً .
(٣) رَأَيْتُ الْبَجَعَةَ سَابِحَةً فِى الْبُحَيْرَةِ .
(٤) يُغَنِّى الْفَلَّاحُ سَعِيداً .
(٥) شَاهَدْنَا التَّمْثِيلِيَّةَ مَسْرُورِينَ .
(٦) أُحِبُّ الْفَاكِهَةَ طَازَجَةً .

5. يَقْرَأُ التِّلْمِيذُ فِى الْفَصْلِ وَاقِفاً .

Make the subject (التِّلْمِيذُ) dual, then plural changing the form of the accusative of state (وَاقِفاً) accordingly.

ٱلدَّرْسُ السَّادِسُ وَالسَّبْعُونَ

ʔaddarsu‿ssaadisu wassabʕuuna
Lesson Seventy-Six

فَرِيقُ الْكَشَّافَةِ

fariiqu‿lkaššaafati
The boyscout troop

فِى مَدْرَسَةِ سَالِمٍ فِرَقٌ كَثِيرَةٌ .

fii madrasati saalimin firaqun kaθiiratun
In Salim's school there are many teams.

مِنْهَا فَرِيقُ التَّمْثِيلِ وَالْخَطَابَةِ ،

minhaa fariiqu‿ttamθiili walxaṭaabati
They are the acting and elocution group,

وَفَرِيقُ الْكُرَةِ ، وَفَرِيقُ الْكَشَّافَةِ .

wafariiqu‿lkurati wafariiqu‿lkaššaafati
the football team and the boyscout troop.

اِنْضَمَّ نَبِيلٌ وَأَشْرَفُ إِلَى فَرِيقِ الْكَشَّافَةِ .

ʔinḍamma nabiilun waʔašrafu ʔilaa fariiqi‿lkaššaafati
Nabil and Ashraf joined the boyscout troop.

تَعَلَّمَ نَبِيلٌ وَأَشْرَفُ مَبَادِئَ الْكَشَّافَةِ :

taʕallama nabiilun waʔaʃrafu mabaadiʔa⁀lkaʃʃaafati
Nabil and Ashraf learnt the principles of boyscouts.

وَهِيَ طَاعَةُ الرُّؤَسَاءِ ، وَاحْتِرَامُ الْكِبَارِ ،

wahiya ṭaaʕatu⁀rruʔasaaʔi waħtiraamu⁀lkibaari
These are obeying the superiors, respecting the grown-ups,

وَمُسَاعَدَةُ الْفُقَرَاءِ وَالْمُحْتَاجِينَ .

wamusaaʕadatu⁀lfuqaraaʔi walmuħtaajiina
and helping the poor and the needy.

عَسْكَرَ الْفَرِيقُ صَبَاحاً فِي صَحْرَاءِ الْهَرَمِ .

ʕaskara⁀lfariiqu ṣabaaħan fii ṣaħraaʔi⁀lharami
The troop encamped in the Pyramid desert in the morning.

وَاقْتَسَمَ الأَعْضَاءُ الْعَمَلَ :

waqtasama⁀lʔaʕḍaaʔu⁀lʕamala
The members divided the work among themselves.

نَبِيلٌ وَأَشْرَفُ حَارِسَا الْمُعَسْكَرِ ،

nabiilun waʔaʃrafu ħaarisa⁀lmuʕaskari
Nabil and Ashraf were the guards of the camp.

وَأَحْمَدُ وَإِبْرَاهِيمُ وَعَلِيٌّ طَبَّاخُو الْمُعَسْكَرِ .

waʔaħmadu waʔibraahiimu waʕaliyyun ṭabbaaxu⁀lmuʕaskari
Ahmad, Ibrahim and Aly were the cooks of the camp.

وَاخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيفِ الْخِيَامِ ،

waxtaara⁀lmuʃrifu ʕuḍwayni litanð̣iifi⁀lxiyaami
The supervisor chose two members to clean the tents,

وَعُضْوَيْنِ لِجَلْبِ الْمَاءِ وَالْحَطَبِ ،

waʕuḍwayni lijalbi⁀lmaaʔi walħaṭabi
and two members to fetch water and wood for the fire,

وَعُضْوَيْنِ لِنَقْلِ الْخِطَابَاتِ .

waʕuḍwayni linaqli͡ lxiṭaabaati
and two members to carry letters.

وَعِنْدَ الظُّهْرِ عَسْكَرَ فَرِيقٌ آخَرُ بِجِوَارِهِمْ ،

waʕinda͡ ðð̣uhri ʕaskara fariiqun ʔaaxaru bijiwaarihim
At noon, another troop encamped near them,

وَتَعَارَفَ أَعْضَاءُ الْفَرِيقَيْنِ بَعْضُهُمْ بِبَعْضٍ .

wataʕaarafa ʔaʕḍaaʔu͡ lfariiqayni baʕḍuhum bibaʕḍin
and the members of the two troops got acquainted (with each other).

وَفِى الْمَسَاءِ فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسْكَرَيْنِ ،

wafi͡ lmasaaʔi faraga͡ lfariiqaani min ʔaʕmaali͡ lmuʕaskarayni
In the evening the troops finished camp work,

وَجَلَسَ الْجَمِيعُ حَوْلَ النَّارِ يَسْمُرُونَ ،

wajalasa͡ ljamiiʕu ħawla͡ nnaari yasmuruuna
and they all sat around the fire to have fun;

وَقَضَوْا لَيْلَةً لَطِيفَةً مُمْتِعَةً .

waqaḍaw laylatan laṭiifatan mumtiʕatan
they spent a nice, pleasant evening.

GRAMMATICAL NOTES اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. عَسْكَرَ الْفَرِيقَانِ فِي صَحْرَاءِ الْهَرَمِ.

(الْهَرَمِ) is a noun that specified the desert where the boyscouts encamped. Such a noun is called the genitive (اَلْمُضَافُ إِلَيْهِ) and the noun that precedes it (صَحْرَاءِ) is called the construct (اَلْمُضَافُ).

Note that (الْهَرَمِ) is a singular noun in the genitive case which is indicated here by (اَلْكَسْرَةُ).

Note also that the construct (صَحْرَاءِ) does not end by nunation (the sign of indefinite nouns), since it has become definite by annexation.

2. مِنْ مَبَادِئِ الْكَشَّافَةِ طَاعَةُ الرُّؤَسَاءِ .

The noun (الرُّؤَسَاءِ) is the genitive of (طَاعَةُ) . It is a broken plural in the genitive case which is indicated here by (اَلْكَسْرَةُ).

Note that the construct (طَاعَةُ) has no nunation.

3. اِخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِنَقْلِ الْخِطَابَاتِ .

The noun (الْخِطَابَاتِ) is the genitive of (نَقْلِ). It is a sound feminine plural. It is in the genitive case which is indicated here by (اَلْكَسْرَةُ) .

Note that the construct (نَقْلِ) has no nunation.

4. فَرَغَ الْفَرِيقَانِ مِنْ أَعْمَالِ الْمُعَسْكِرِيْنَ .

The noun (الْمُعَسْكِرِيْنَ) is the genitive of (أَعْمَالِ). It is in the genitive case which is indicated here by (اَلْيَاءُ) in the ending (يْنَ) .

Note that the construct (أَعْمَالِ) has no nunation.

5. مِنْ مَبَادِىءِ الْكَشَّافَةِ مُسَاعَدَةُ الْمُحْتَاجِينَ .

The noun (الْمُحْتَاجِينَ) is the genitive of (مُسَاعَدَةُ). It is in the genitive case which is indicated here by (اَلْيَاءُ) in the ending (ينَ). It is a sound masculine plural.

Note that the construct (مُسَاعَدَةُ) has no nunation.

6. نَبِيلٌ وَأَشْرَفُ حَارِسَا الْمُعَسْكَرِ .

Note that the original form of the construct (حَارِسَا) is (حَارِسَانِ); it is a dual.

Since it stands in the construct with (الْمُعَسْكَرِ), it has dropped its (نُون)

7. هُمْ طَبَّاخُو الْمُعَسْكَرِ .

Note that the original form of the construct (طَبَّاخُو) is (طَبَّاخُونَ); it is a sound masculine plural.

Being the construct of (الْمُعَسْكَرِ), it has dropped its (نُون).

8. The genitive case is indicated by (اَلْكَسْرَةُ) if it is:

a) Singular as in example 1.
b) Broken plural as in example 2.
c) Sound feminine plural as in example 3.

The genitive is indicated by (اَلْيَاءُ) if it is:

a) Dual as in example 4.
b) Sound masculine plural as in example 5.

Nunation is dropped if the construct is singular, broken plural or sound feminine plural.

If the construct is dual or sound masculine plural (as in examples 6 and 7) the (نُون) of the dual and plural endings is dropped.

EXERCISES — تمرينات

1. Indicate the construct and the genitive in the following sentences:

فِي مَدْرَسَةِ سَالِمٍ فِرَقٌ كَثِيرَةٌ .

وَمِنْ فِرَقِ الْمَدْرَسَةِ فَرِيقُ التَّمْثِيلِ .

اِخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِتَنْظِيفِ الْخِيَامِ .

جَلَسَ أَعْضَاءُ الْمُعَسْكَرَيْنِ حَوْلَ النَّارِ .

2. Supply the missing genitive in the following sentences:

مِنْ مَبَادِئِ . . . . . احْتِرَامُ . . . . . وَمُسَاعَدَةُ . . . . .

اخْتَارَ الْمُشْرِفُ عُضْوَيْنِ لِجَلْبِ . . . . . وَالْحَطَبِ .

تَعَارَفَ أَعْضَاءُ . . . . .

جَلَسَ الْجَمِيعُ حَوْلَ . . . . . يَسْمُرُونَ .

3. Fill in the blanks with suitable genitives chosen from the words given below. Indicate the case ending of the genitive:

الْبَابِ ـ الْمُهْمَلَاتِ ـ الْقَاهِرَةِ ـ الْبَقَّالِ ـ الصَّيْدَلِيَّةِ ـ الْحَيَوَانِ ـ الصُّحُفِ

رَمَيْتُ الْوَرَقَ فِي صُنْدُوقِ . . . . .

عَلَى بَابِ . . . . . لَافِتَةٌ .

فِي دُكَّانِ . . . . . سُكَّرٌ وَشَايٌ .

شَاهَدَ خَلِيلٌ بُرْجَ . . . . . وَحَدِيقَةَ . . . . .

بَائِعُ . . . . . يَدُقُّ جَرَسَ . . . . .

4. Fill in the blanks with suitable constructs chosen from the words given below. Make any necessary changes in the form of the construct:

فَلَّاحُونَ – عَقْرَبَانِ – طَابَع – ظِلّ – مِئْذَنَة

جَلَسَ مَحْمُودٌ فِي . . . . . الشَّجَرَةِ .

أَلْصَقَ نَبِيلٌ . . . . . الْبَرِيدِ عَلَى الظَّرْفِ .

. . . . . السَّاعَةِ يَدُورَانِ .

. . . . . الْقَرْيَةِ نَشِيطُونَ .

. . . . . الْجَامِعِ عَالِيَةٌ .

اَلدَّرْسُ السَّابِعُ وَالسَّبْعُونَ

ʔaddarsu⁀ssaabiʕu wassabʕuuna

Lesson Seventy - Seven

اَلنَّحْلَةُ

ʔannaħlatu

The Bee

اَلنَّحْلَةُ حَشَرَةٌ نَشِيطَةٌ .

ʔannaħlatu ħašaratun našiiṭatun

The bee is an active insect.

وَهِيَ تَشْتَهِرُ بِالتَّعَاوُنِ وَالادِّخَارِ وَالشَّجَاعَةِ .

wahiya taštahiru bittaʕaawuni waliddixaari waššajaaʕati

It is known for its cooperation, thrift and courage.

وَتَعِيشُ النَّحْلَةُ فِي جَمَاعَةٍ مُنَظَّمَةٍ .

wataʕiišu⁀nnaħlatu fii jamaaʕatin munaððamatin

The bee lives in an organized community.

وَهَذِهِ الْجَمَاعَةُ تَتَكَوَّنُ مِنَ الْمَلِكَةِ وَالذُّكُورِ وَالْعُمَّالِ .

wahaaðihi⁀ljamaaʕatu tatakawwanu mina⁀lmalikati waððukuuri walʕummaali

This community consists of the queen, the drones and the workers.

وَكُلُّ نَحْلَةٍ تُؤَدِّي وَاجِبَهَا بِإِخْلَاصٍ وَنَشَاطٍ .

wakullu naħlatin tuʔaddii waajibahaa biʔixlaaṣin wanašaaṭin
Every bee performs its duty devotedly and actively.

فَالْمَلِكَةُ تَضَعُ الْبَيْضَ .

falmalikatu taḍaʕu⁀lbayḍa
The queen lays the eggs.

وَالذُّكُورُ تُلَقِّحُ الْمَلِكَاتِ .

waððukuuru tulaqqiħu⁀lmalikaati
The drones fertilize the queens.

وَالْعُمَّالُ تَقُومُ بِالْعَمَلِ .

walʕummaalu taquumu bilʕamali
The workers do the work.

تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْحَدَائِقِ وَالْمَزَارِعِ سَعْياً فِي جَمْعِ الْقُوتِ .

taqḍi⁀nnaħlatu⁀nnahaara fi⁀lħadaaʔiqi walmazaariʕi saʕyan fii jamʕi⁀lquuti
The bee spends the day in the gardens and farms working hard to collect food.

وَتَسْقُطُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِصَاصِ رَحِيقِهَا .

watasquṭu ʕala⁀lʔazhaari raġbatan fi⁀mtiṣaaṣi raħiiqihaa
It falls on the flowers to suck their nectar.

ثُمَّ تَعُودُ إِلَى الْخَلِيَّةِ وَتُخْرِجُ الْعَسَلَ مِنْ بَطْنِهَا .

θumma taʕuudu ʔila⁀lxaliyyati watuxriju⁀lʕasala min baṭnihaa
Then it returns to the hive and secretes the honey from its abdomen.

وَتَضَعُ الْعَسَلَ فِي أَقْرَاصٍ مِنَ الشَّمْعِ حِفْظاً لَهُ .

wataḍaʕu⁀lʕasala fii ʔaqraaṣin mina⁀ššamʕi ħifðan lahu
It puts the honey in wax combs to preserve it.

وَهَذِهِ الْأَقْرَاصُ لَهَا عُيُونٌ سُدَاسِيَّةٌ مُنْتَظِمَةٌ .

wahaaðihi⁀lʔaqraaṣu lahaa ʕuyuunun sudaasiyyatun muntaðimatun
These combs have regular hexagonal cells.

تَخْزِنُ فِيهَا الْعَسَلَ أَمَلاً فِي اسْتِخْدَامِهِ وَقْتَ الْحَاجَةِ .

taxzinu fiihaa lʕasala ʔamalan fi stixdaamihi waqta lhaajati
It stores the honey in them in the hope of using it in time of need.

وَيَبْنِي النَّحْلُ بُيُوتَهُ فِي الْجِبَالِ وَالشَّجَرِ .

wayabni nnahlu buyuutahu fi ljibaali waššajari
The bees build their hives in mountains and trees.

وَالنَّحْلَةُ مُسَالِمَةٌ وَلَكِنَّهَا شُجَاعَةٌ .

wannahlatu musaalimatun walaakinnahaa šujaaʕatun
The bee is peace-loving but courageous.

تَلْسَعُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا دِفَاعاً عَنْ نَفْسِهَا .

talsaʕu man yaqtaribu min xaliyyatihaa difaaʕan ʕan nafsihaa
It stings whoever gets near to its hive in defence of itself.

وَيُرَبِّي النَّاسُ النَّحْلَ فِي خَلَايَا طَمَعاً فِي عَسَلِهِ .

wayurabbi nnaasu nnahla fii xalaayaa tamaʕan fii ʕasalihi
People breed bees in hives in order to get their honey.

وَيَدْخُلُ شَمْعُ النَّحْلِ فِي بَعْضِ الصِّنَاعَاتِ .

wayadxulu šamaʕu nnahli fii baʕdi ssinaaʕaati
Bee wax is used in some industries.

وَيُلَقِّحُ النَّحْلُ الأَزْهَارَ .

wayulaqqihu nnahlu lʔazhaara
The bees pollinate flowers.

فَهُوَ يَحْمِلُ حُبُوبَ اللِّقَاحِ مِنْ زَهْرَةٍ إِلَى أُخْرَى .

fahuwa yahmilu hubuuba lliqaahi min zahratin ʔilaa ʔuxraa
They carry the pollen from one flower to another.

فَالنَّحْلَةُ حَشَرَةٌ نَافِعَةٌ .

fannahlatu hašaratun naafiʕatun
The bee is a useful insect.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

Read the following sentences:

1. تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ رَغْبَةً فِي امْتِصَاصِ رَحِيقِهَا .

Note that the word (رَغْبَةً) indicates the reason why the action expressed by the verb (تَسْقُطُ) is performed.

2. تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصِ الشَّمْعِ حِفْظاً لَهُ .

Note that the word (حِفْظاً) indicates the reason why the bee puts the honey in wax combs.

3. تَخْزِنُ النَّحْلَةُ الْعَسَلَ أَمَلاً فِي اسْتِخْدَامِهِ وَقْتَ الْحَاجَةِ .

Note that the word (أَمَلاً) indicates the reason why the bee stores the honey.

Each of the words (رَغْبَةً — حِفْظاً — أَمَلاً) indicates the reason why the action expressed by the verb is performed. It is, therefore, called the accusative of cause or reason (اَلْمَفْعُولُ لِأَجْلِهِ).

4. Note that the accusative of cause in each of these sentences is a noun. It is in the accusative case which is indicated here by (اَلْفَتْحَةُ) .

EXERCISES تمرينات

1. Answer the following questions:

(ا) لِمَاذَا تَقْضِي النَّحْلَةُ النَّهَارَ فِي الْمَزَارِعِ وَالْحَدَائِقِ ؟

(ب) لِمَاذَا تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ ؟

(ج) لِمَاذَا تَضَعُ النَّحْلَةُ الْعَسَلَ فِي أَقْرَاصٍ مِنَ الشَّمْعِ ؟

(د) لِمَاذَا يُرَبِّي النَّاسُ النَّحْلَ ؟

(ه) لِمَاذَا تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلِيَّتِهَا ؟

2. Fill in the blanks with suitable accusatives of cause:

(ا) تَسْقُطُ النَّحْلَةُ عَلَى الْأَزْهَارِ . . . . . فِي امْتِصَاصِ رَحِيقِهَا .

(ب) تَضَعُ النَّحْلَةُ الْعَسَلَ فِي الْأَقْرَاصِ . . . . . لَهُ .

(ج) تَلْسَعُ النَّحْلَةُ مَنْ يَقْتَرِبُ مِنْ خَلَايَاهَا . . . . . عَنْ نَفْسِهَا .

(د) يُرَبِّي النَّاسُ النَّحْلَ فِي خَلَايَا . . . . . فِي عَسَلِهِ .

3. Insert the following words in their appropriate places:

طَاعَةً ـ رَغْبَةً ـ حِفْظاً

(ا) نَسْمَعُ دُرُوسَ اللُّغَةِ الْعَرَبِيَّةِ مِنَ الرَّادْيُو . . . . . فِي تَعَلُّمِهَا .

(ب) أُصَلِّي فِي الْمَسْجِدِ . . . . . لِلّٰهِ .

(ج) أَضَعُ كُتُبِي فِي الْحَقِيبَةِ . . . . . لَهَا .

4. Fill in the blanks with suitable accusatives of cause chosen from those in brackets:

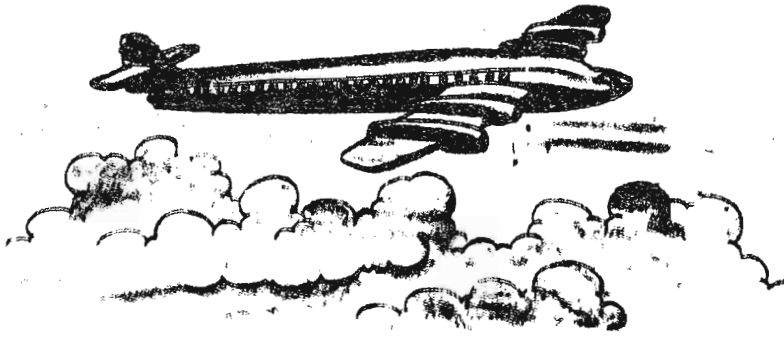
(ا) أَحْمِلُ السَّاعَةَ . . . . . فِي مَعْرِفَةِ الْوَقْتِ . (خَوْفاً ـ رَغْبَةً ـ حِفْظاً)

(ب) يَقِفُ التَّلَامِيذُ . . . . . لِلْمُعَلِّمِ . (أَمَلاً ـ طَاعَةً ـ احْتِرَاماً)

(ج) نَقْرَأُ الصُّحُفَ . . . . . فِي مَعْرِفَةِ الْأَخْبَارِ . (احْتِرَاماً ـ رَغْبَةً ـ خَوْفاً)

(د) لَا يَعْبُرُ الشَّارِعَ عِنْدَ رُؤْيَةِ النُّورِ الْأَحْمَرِ . . . . مِنَ الْخَطَرِ . (طَاعَةً ـ أَمَلاً ـ خَوْفاً)

اَلدَّرْسُ الثَّامِنُ وَالسَّبْعُونَ

ʔaddarsu θθaaminu wassabʕuuna
Lesson Seventy-Eight

اَلطَّائِرَةُ

ʔaṭṭaaʔiratu
The Aeroplane

هَلْ رَكِبْتَ الطَّائِرَةَ فِي يَوْمٍ مِنَ الْأَيَّامِ ؟

hal rakibta ṭṭaaʔirata fii yawmin mina lʔayyaami
Have you ever been in an aeroplane ?

وَهَلْ رَأَيْتَهَا تَرْتَفِعُ فِي السَّمَاءِ ،

wahal raʔaytahaa tartafiʕu fi ssamaaʔi
Have you seen it go up in the sky,

وَتَطْوِي الْبِلَادَ وَالْبِحَارَ طَيًّا ؟

wataṭwi lbilaada walbihaara ṭayyan
and fly speedily across lands and seas ?

هَلْ سَمِعْتَهَا تَئِزُّ أَزِيزَ النَّحْلَةِ ،

hal samiʕtahaa taʔizza ʔaziiza nnahlati
Have you heard it buzz like a bee,

وَتُحَلِّقُ فَوْقَ الْمَطَارِ تَحْلِيقَ النَّسْرِ ،

watuḥalliqu fawqa⁀lmaṭaari taḥliiqa⁀nnasri
fly over the airport like an eagle.

ثُمَّ تَهْبِطُ إِلَى الْمَطَارِ فِي سَلَامٍ ؟

θumma tahbiṭu ʔila⁀lmaṭaari fii salaamin
and then land in the airport safely ?

اَلطَّائِرَاتُ فِي زَمَنِ السِّلْمِ نِعْمَةٌ عَظِيمَةٌ .

ʔaṭṭaaʔiraatu fii zamani⁀ssilmi niʕmatun ʕaðiimatun
Aeroplanes are a great blessing in time of peace.

وَهِيَ تَخْدُمُ النَّاسَ خِدْمَةً جَلِيلَةً .

wahiya taxdumu⁀nnaasa xidmatan jaliilatan
They render people a great service.

فَهِيَ تُقَرِّبُ الْمَسَافَاتِ ، وَتَنْقُلُ الْمُسَافِرِينَ ،

fahiya tuqarribu⁀lmasaafaati watanqulu⁀lmusaafiriina
They shorten distances, carry passengers,

وَتَحْمِلُ الْبَضَائِعَ وَالرَّسَائِلَ .

wataḥmilu⁀lbaḍaaʔiʕa warrasaaʔila
and carry goods and mail.

وَالطَّائِرَاتُ فِي زَمَنِ الْحَرْبِ شَرٌّ عَظِيمٌ .

waṭṭaaʔiraatu fii zamani⁀lḥarbi šarrun ʕaðiimun
Aeroplanes are a great evil in time of war.

فَهِيَ تَهْدِمُ الْمُدُنَ وَالْقُرَى هَدْماً ،

fahiya tahdimu⁀lmuduna walquraa hadman
They demolish cities and villages heavily,

وَتُخَرِّبُ الْبِلَادَ الْعَامِرَةَ تَخْرِيباً ،

watuxarribu⁀lbilaada⁀lʕaamirata taxriiban
ruin inhabited countries badly,

وَتُدَمِّرُ الْمَزَارِعَ وَالْمَصَانِعَ تَدْمِيراً .

watudammiru lmazaariʕa walmaṣaaniʕa tadmiiran
and destroy farms and factories terribly.

تَقَدَّمَ الطَّيَرَانُ تَقَدُّماً عَظِيماً ،

taqaddama ṭṭayaraanu taqadduman ʕaðiiman
Flying has made an enormous progress,

وَقَفَزَ إِلَى الأَمَامِ قَفْزَةً كَبِيرَةً .

waqafaza ʔila lʔamaami qafzatan kabiiratan
and has jumped a big step forwards.

وَالْيَوْمَ يُحَاوِلُ الإِنْسَانُ غَزْوَ الْفَضَاءِ ،

walyawma yuhaawilu lʔinsaanu gazwa lfaḍaaʔi
Nowadays man is trying to invade space,

وَقَدْ نَجَحَ فِي ذَلِكَ نَجَاحاً عَظِيماً .

waqad najaha fii ðaalika najaahan ʕaðiiman
and has achieved great success in this respect.

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. تَهْدِمُ الطَّائِرَاتُ الْمُدُنَ هَدْماً .

تُخَرِّبُ الطَّائِرَاتُ الْبِلَادَ تَخْرِيباً .

Each of these two sentences consists of a verb, a subject, an object and a complement which is underlined.

Note that this complement is a noun derived from the verb-root.

In the first sentence the verb is (تَهْدِمُ) and the noun is (هَدْماً) ; in the second sentence the verb is (تُخَرِّبُ) and the noun is (تَخْرِيباً) .

Note that this noun emphasizes the verb. It is called the absolute accusative (الْمَفْعُولُ الْمُطْلَقُ) . It is always in the accusative case which is indicated here by (اَلْفَتْحَةُ) .

2. تَئِزُّ الطَّائِرَةُ أَزِيزَ النَّحْلَةِ .

تَقَدَّمَ الطَّيَرَانُ تَقَدُّماً عَظِيماً .

The absolute accusative in the first sentence is (أَزِيزَ) and in the second (تَقَدُّماً) .

Note that it indicates the kind of the verb. In the first sentence it indicates that the buzz of the aeroplane is of the same kind as that of the bee. In the second sentence it indicates that the progress made is great.

The absolute accusative in these two sentences is also in the accusative case.

EXERCISES — تمرينات

1. Indicate the absolute accusative in the following sentences. Then state its function:

(ا) الطَّائِرَةُ تَطْوِى الْبِلَادَ وَالْبِحَارَ طَيًّا .

(ب) تُحَلِّقُ فَوْقَ الْمَطَارِ تَحْلِيقَ النَّسْرِ .

(ج) وَهِىَ تَخْدُمُ النَّاسَ خِدْمَةً جَلِيلَةً .

(د) وَتُدَمِّرُ الْمَزَارِعَ وَالْمَصَانِعَ تَدْمِيراً .

(هـ) قَفَزَ الطَّيَرَانُ إِلَى الأَمَامِ قَفْزَةً كَبِيرَةً .

(و) نَجَحَ الإِنْسَانُ فِى غَزْوِ الْفَضَاءِ نَجَاحاً عَظِيماً .

2. Fill in the blanks with suitable absolute accusatives:

(لَعِبًا - حُبًّا - ضَحِكًا - فَرَحًا - تَقْلِيدًا)

(ا) فَرِحَ خَلِيلٌ بِزِيَارَةِ الأَهْرَامِ . . . . .

(ب) نَبِيلٌ يَلْعَبُ فِى الْحَدِيقَةِ . . . . .

(ج) الْقِرْدُ يُحِبُّ أَنْ يُقَلِّدَ الإِنْسَانَ . . . . .

(د) أُحِبُّ أُسْرَتِى . . . . . شَدِيدًا .

(هـ) وَالِدُ نِهَادَ يَضْحَكُ . . . . . عَالِيًا .

3. Fill in the blanks with suitable absolute accustives chosen from those in brackets:

(ا) رَفَعَ الْخَادِمُ سِتَارَةَ النَّافِذَةِ . . . . . (سَيْرًا - رَفْعًا - هَدْمًا)

(ب) دَخَلَ نُورُ الشَّمْسِ إِلَى الْحُجْرَةِ . . . . . (نَقْلًا - دُخُولًا - أَزِيزًا)

(ج) يَسِيرُ الْقِطَارُ . . . . . سَرِيعًا . (رَفْعًا - سَيْرًا - نَقْلًا)

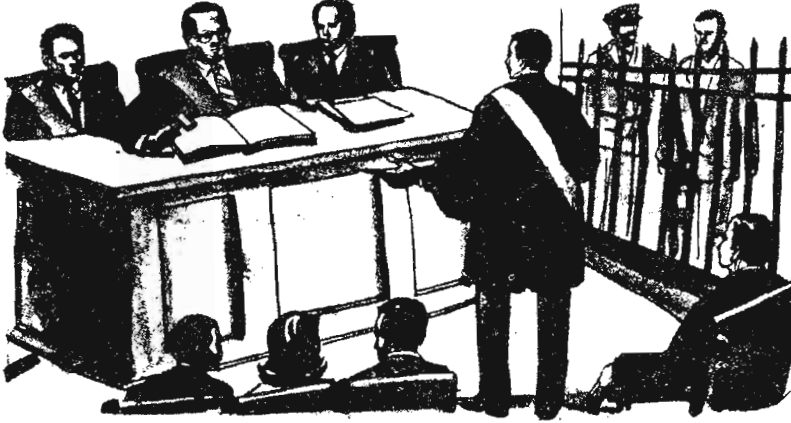
(د) تَنْقُلُ الطَّائِرَةُ الْمُسَافِرِينَ . . . . . (فَرَحًا - سَيْرًا - نَقْلًا)

4. Use the verb and the absolute accusative in each of the following brackets in a complete sentence:

(رَفَعَ . . . . . رَفْعاً) ـ (وَضَعَ ..... وَضْعاً) ـ (صَاحَ ..... صِيَاحاً)

اَلدَّرْسُ التَّاسِعُ وَالسَّبْعُونَ

ʔaddarsu‿ttaasiʕu wassabʕuuna

Lesson Seventy-Nine

اَلْقَاضِى

ʔalqaadii

The Judge

اَلْقَاضِى عَادِلٌ . اَلْقَاضِى عَادِلٌ فِى الْحُكْمِ .

ʔalqaaḍii ʕaadilun ʔalqaadii ʕaadilun fi‿lħukmi

The judge is fair. The judge is fair in judgement.

يَعْدِلُ الْقَاضِى . يَعْدِلُ الْقَاضِى فِى الْحُكْمِ . يَحْكُمُ الْقَاضِى بِالْعَدلِ .

yaʕdilu‿lqaaḍii yaʕdilu‿laqaaḍi fi‿lħukmi yaħkumu‿lqaaḍii bilʕadli

The judge judges fairly. The judge is fair in judgement. The judge judges with fairness.

اَلْقُضَاةُ عَادِلُونَ . يَعْدِلُ الْقُضَاةُ بَيْنَ النَّاسِ .

ʔalquḍaatu ʕaadiluuna yaʕdilu‿lquḍaatu bayna‿nnaasi

The judges are fair. The judges judge fairly among people.

يَعْدِلُ الْقَاضِى خَوْفاً مِنَ اللهِ . يَعْدِلُ الْقَاضِى احْتِرَاماً لِلْقَانُونِ .

yaʕdilu lqaadii xawfan mina llaahi yaʕdilu lqaadi htiraaman lilqaanuuni
The judge judges fairly for fear of god. The judge judges fairly for respect of law.

اَلْمُتَّهَمُ أَمَامَ الْقَاضِى .

ʔalmuttahamu ʔamaama lqaadii
The accused (stands) before the judge.

اَلْقَضِيَّةُ مَعْرُوضَةٌ عَلَى الْقَاضِى . أَمَامَ الْقَاضِى مَلَفُّ الْقَضِيَّةِ .

ʔalqadiyyatu maʕruudatun ʕala lqaadii ʔamaama lqaadii malaffu lqadiyyati
The case is put to the judge. The file of the case is in front of the judge.

لِلْمُتَّهَمِ مُحَامٍ . اَلْمُحَامِى يُدَافِعُ عَنِ الْمُتَّهَمِينَ .

lilmuttahami muhaamin ʔalmuhaamii yudaafiʕu ʕani lmuttahamiina
The accused has a lawyer. The lawyer defends the accused.

اَلْكَلِمَةُ الآنَ لِلْمُحَامِى . دَافَعَ الْمُحَامِى عَنِ الْمُتَّهَمِ .

ʔalkalim... lʔana li... daafaʕa lmuhaamii ʕani lmuttahami
Now the word is for the lawyer. The lawyer defended the accused.

دَافَعَ الْمُحَامِى طَالِباً الْبَرَاءَةَ .

daafaʕa lmuhaamii taalibani lbaraaʔata
The lawyer defended asking for acquittance.

اِسْتَشْهَدَ الْمُحَامِى بِالشُّهُودِ ، وَأَوْرَدَ الأَدِلَّةَ

ʔistašhada lmuhaamii biššuhuudi waʔawrada lʔadillata
The lawyer called the witnesses and presented proofs.

دَافَعَ الْمُحَامِى مُدَّةً طَوِيلَةً . اِقْتَنَعَ الْقَاضِى بِبَرَاءَةِ الْمُتَّهَمِ .

daafaʕa lmuhaamii muddatan tawiilatan ʔiqtanaʕa lqaadii bibaraaʔati lmuttahami
The lawyer defended (the accused) for a long time. The judge was convinced of the innocence of the accused.

اَلشُّهُودُ صَالِحُونَ ، وَالأَدِلَّةُ قَوِيَّةٌ .

Paššuhuudu ṣaaliḥuuna walPadillatu qawiyyatun
The witnesses are qualified and the proofs are strong.

حَكَمَ القَاضِى بِالبَرَاءَةِ . بَرَّأَ القَاضِى المُتَّهَمَ .

hakama͡ lqaaḍii bilbaraaPati barraPa͡ lqaaḍi͡ lmuttahama
The judge pronounced a non-guilty sentence. The judge acquitted the accused.

هَلَّلَ البَرِىءُ مَسْرُوراً .

hallala͡ lbariiPu masruuran
The acquitted rejoiced happily.

اَلبَرِىءُ سَعِيدٌ . وَالمُحَامِى سَعِيدٌ . هُمَا سَعِيدَانِ .

PalbariiPu saʕiidun walmuḥaamii saʕiidun humaa saʕiidaani
The acquitted is happy. The lawyer is happy. Both are happy.

غَادَرَا قَاعَةَ المَحْكَمَةِ سَعِيدَيْنِ .

ġaadaraa qaaʕata͡ lmaḥkamati saʕiidayni
They both left the law court happily.

قَالَ اللهُ تَعَالَى (سُورَةُ المَائِدَةِ ـ اَلآيَةُ ٤٢) :

qaala͡ llaahu taʕaalaa suuratu͡ lmaaPidati PalPaayatu͡ θθaaniyatu walParbaʕuuna
God (may He be exalted) has said (The Table, verse 42):

« وَإِنْ حَكَمْتَ فَاحْكُمْ بَيْنَهُمْ بِالْقِسْطِ إِنَّ اللهَ يُحِبُّ الْمُقْسِطِينَ . »

waPin ḥakamta faḥkum baynahum bilqisṭi Pinna͡ llaahaa yuḥibbu͡ muqsiṭiina
« But if thou judgest, then judge between them with justice, verily, God loves the just. »

GRAMMATICAL NOTES — اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. اَلْقَاضِى عَادِلٌ . يَعْدِلُ الْقَاضِى .

The first sentence is nominal. It consists of a subject and a predicate.

The second sentence is verbal. It consists of a verb and a subject.

Each of the nominal subject, the predicate and the verbal subject is in the nominative case. The nominative case is indicated here by (اَلضَّمَّةُ) since the pertinent noun is singular. However, the nominative case ending (اَلضَّمَّةُ) of the subject (الْقَاضِى) is not explicit for phonetic reasons.

2. هُمَا سَعِيدَانِ . وَقَفَ الْمُتَّهَمَانِ أَمَامَ الْقَاضِى .

In the first sentence, the predicate is (سَعِيدَانِ). It is in the nominative case indicated here by (اَلْأَلِفُ) since it is a dual.

In the second sentence, the subject is (الْمُتَّهَمَانِ). It is in the nominative case indicated here by (اَلْأَلِفُ) since it is a dual.

3. اَلْقُضَاةُ عَادِلُونَ . يُدَافِعُ الْمُحَامُونَ عَنِ الْمُتَّهَمِينَ .

In the first sentence the subject is (اَلْقُضَاةُ). It is a broken plural in the nominative case which is indicated here by (اَلضَّمَّةُ). The predicate is (عَادِلُونَ). It is a sound masculine plural in the nominative case which is indicated here by (اَلْوَاوُ).

In the second sentence the subject is (الْمُحَامُونَ). It is a sound masculine plural in the nominative case which is indicated here by (اَلْوَاوُ).

4 اَلْمُتَّهَمُ أَمَامَ الْقَاضِى . اَلْكَلِمَةُ لِلْمُحَامِى .

In the first sentence the subject is (اَلْمُتَّهَمُ), and the predicate is the adverb of place (أَمَامَ).

In the second sentence, the subject is (اَلْكَلِمَةُ), and the predicate is the prepositional phrase (لِلْمُحَامِى) (preposition لِ + genitive اَلْمُحَامِى) .

5. أَمَامَ الْقَاضِى الْمَلَفُّ . لِلْمُتَّهَمِ مُحَامٍ .

In the first sentence, the predicate, which is the adverb of place (أَمَامَ), precedes the subject (اَلْمَلَفُّ) .

In the second sentence, the predicate which is the prepositional phrase (لِلْمُتَّهَمِ) precedes the subject (مُحَامٍ).

Such predicates may precede the subject if the latter is definite as (اَلْمَلَفُّ) in the first sentence. So we can equally say:

أَمَامَ الْقَاضِى الْمَلَفُّ . اَلْمَلَفُّ أَمَامَ الْقَاضِى .

However, these predicates must precede the subject if the latter is indefinite as in the second sentence. So we can only say: لِلْمُتَّهَمِ مُحَامٍ .

6. بَرَّأَ الْقَاضِى الْمُتَّهَمَ . أَوْرَدَ الْمُحَامِى الْأَدِلَّةَ .

The noun (اَلْمُتَّهَمَ) in the first sentence and (اَلْأَدِلَّةَ) in the second are direct objects. The direct object is in the accusative case which is indicated by (اَلْفَتْحَةُ) in the first sentence since the noun is a singular and also by (الْفَتْحَةُ) in the second since the noun is a broken plural.

7. دَافَعَ الْمُحَامِى دِفَاعاً .

The noun (دِفَاعاً) is an absolute accusative emphasizing the verb (دَافَعَ). It is in the accusative case indicated by (اَلْفَتْحَةُ).

8. يَعْدِلُ الْقَاضِى خَوْفاً مِنَ اللهِ . يَعْدِلُ الْقَاضِى احْتِرَاماً لِلْقَانُونِ .

The nouns (خَوْفاً) and (احْتِرَاماً) are accusatives of cause or reason.

They indicate the reason why the action expressed by the verb takes place. They are in the accusative case indicated by (اَلْفَتْحَةُ).

9. هَلَّلَ الْبَرِىءُ مَسْرُوراً .

غَادَرَ الْبَرِىءُ وَالْمُحَامِى الْقَاعَةَ سَعِيدَيْنِ .

The nouns (مَسْرُوراً) and (سَعِيدَيْنِ) are accusatives of state which indicate the state of the subject when the action takes place. The accusative of state is in the accusative case. This is indicated by (اَلْفَتْحَةُ) in the first sentence since the soun (مَسْرُوراً) is a singular, and by (اَلْيَاءُ) in the second since the noun (سَعِيدَيْنِ) is a dual.

10. يَحْكُمُ الْقَاضِى بِالْعَدْلِ . يَعْدِلُ الْقَاضِى بَيْنَ النَّاسِ

In the first sentence the prepositional phrase (بِالْعَدْلِ) is related to the verb (يَحْكُمُ). In the second sentence the adverb (بَيْنَ) is related to the verb (يَعْدِلُ).

EXERCISES — تمرينات

1. Complete the following nominal sentences with suitable predicates and indicate the case endings of these predicates:

ا ـ اَلْقَاضِى . . . . . فِى الْحُكْمِ .

ب ـ اَلْبَرِىءُ سَعِيدٌ ، وَالْمُحَامِى . . . . . ، هُمَا . . . . .

جـ ـ اَلْقَضِيَّةُ . . . . . عَلَى الْقَاضِى .

د ـ اَلشُّهُودُ . . . . . ، وَالأَدِلَّةُ . . . . .

2. Complete the following verbal sentences with suitable subjects and indicate the case endings of these subjects:

ا ـ اقْتَنَعَ . . . . . بِبَرَاءَةِ الْمُتَّهَمِ .

ب ـ دَافَعَ . . . . . عَنِ الْمُتَّهَمِ .

جـ ـ هَلَّلَ . . . . . مَسْرُوراً .

3. Indicate the kind of the underlined accusative in each of the following sentences:

ا ـ دَافَعَ الْمُحَامِى طَالِباً الْبَرَاءَةَ .

ب ـ دَافَعَ الْمُحَامِى مُدَّةً طَوِيلَةً .

جـ ـ اِقْتَنَعَ الْقَاضِى اقْتِنَاعاً .

د ـ غَادَرَ الْبَرِىءُ قَاعَةَ الْمَحْكَمَةِ .

4. Underline the prepositional phrase in each of the following sentences and indicate the genitive ending:

ا ـ يُدَافِعُ اَلْمُحَامُونَ عَنِ الْمُتَّهَمِينَ .

ب ـ اسْتَشْهَدَ الْمُحَامِى بِالشُّهُودِ .

جـ ـ يَعْدِلُ الْقَاضِى فِى الْحُكْمِ .

د ـ حَكَمَ الْقَاضِى بِالْبَرَاءَةِ .

5. Change the subject into a dual and make any necessary changes:

هَلَّلَ الْبَرِيءُ مَسْرُوراً .

6. Make the direct object a dual and then a sound masculine plural:

بَرَّأَ الْقَاضِي الْمُتَّهَمَ .

GLOSSARY
PART TWO

Letter	Word	Meaning	Page
ا	آخَرُ	another	٥٢
	آيَةٌ	verse	٨٤
	أَبَدًا	ever	٥٢
	إِبْرَاهِيمُ	Ibrahim	٦٥
	اتِّجَاهَيْنِ	two directions (genitive)	٤٥
	أَجْنَبِيَّةٌ	foreign (fem.)	٤٦
	اِحْتِرَامٌ	respect	٦٥
	أَحَدُهُمَا	one of them (dual)	٥٢
	أَحَسَّ	it (masc.) felt	١٨
	اُحْكُمْ	judge(imperative)	٨٤
	اِخْتَارَ	he chose	٦٥
	أَخْطَأْتُ	I have erred	١٩
	إِخْلَاصٌ	devotion	٧٢
	اِدِّخَارٌ	thrift	٧١
	أَدْرَكَ	he caught up with	٥٩
	أَدْعُو	I invite	٣٧
	أَدِلَّةٌ	proofs	٨٣
	أُذُنَانِ	two ears	١١
	أَرْضُ (مِصْرَ)	the land (of Egypt)	٤٤
	أَزِيزٌ	buzz	٧٦
	اِسْتِخْدَامُهُ	using it (masc.)	٧٣
	اِسْتَشْهَدَ	he called(the... witnesses)	٨٣
	اِسْتَطَاعَ	it (masc.) managed to	٢٠
	أَسْتَعِدُّ	I am getting ready	٥٨
	اِسْتَغَلَّتْهَا	it (fem.) exploited it (fem.)	٤٦
	اِسْتَقْبَلَ	he received	٣٨
	اِسْتَقْبَلَتْهُمَا	(their female mates) received them (dual)	٥٩
	اِسْتَقْبَلَهُمَا	(their mates) received them (dual), masc	٥٩
	اِسْتَيْقَظَ	(the parents) woke up	٣١
	اِسْتَيْقَظَتْ	it (fem.) woke up	٣١
	أُسَرٌ	families	٣١
	أَسْنَانٌ	teeth	١١
	أَسْنَانُهُ	its (masc.) teeth	١٨
	أَشْرَقَ الصَّبَاحُ	It is morning	١

Page	Meaning	Word	Letter
٣٩	she lit	أَشْعَلَتْ	
٢٥	voices	أَصْوَاتٌ	
٣٩	he blew off	أَطْفَأَ	
١٨	grass	أَعْشَابٌ	
٦٥	members	أَعْضَاءٌ	
٦٦	work	أَعْمَالٌ	
٣٢	her work	أَعْمَالُهَا	
٣٢	members	أَفْرَادٌ	
٦٥	(the members) divided	اِقْتَسَمَ	
٨٣	he was convinced	اِقْتَنَعَ	
٧٢	(wax) combs	أَقْرَاصٌ	
٣٩	they ate	أَكَلُوا	
٢٠	not	أَلَّا	
٣٨	tunes	أَلْحَانٌ	
٣٩	games	أَلْعَابٌ	
٨٤	God	اَللهُ	
٧٨	forwards	(إِلَى) الْأَمَامِ	
١١	fore (legs) (fem.)	أَمَامِيَّتَانِ	

Page	Meaning	Word	Letter
٧٢	sucking (to suck)	اِمْتِصَاصٌ	
٧٣	hope	أَمَلٌ	
٤٦	it (fem.) nationalized	أَمَّمَتْ	
٣١	it (masc.) has spread	اِنْتَشَرَ	
٥٢	it (masc.) went away	اِنْصَرَفَ	
٦٤	(Nabil and Ashraf) joined	اِنْضَمَّ	
١٢	tunes	أَنْغَامٌ	
٥٢	that (conjunction)	إِنَّهُ	
٤	people	أَهْلٌ	
٤٦	its (fem.) people	أَهْلُهَا	
٣٧	I would like to	أَوَدُّ	
٨٣	he presented	أَوْرَدَ	
٩	descriptions	أَوْصَافٌ	
١١	protruding (fem. dual, nominative)	بَارِزَتَانِ	ب
٧٦	seas	بِحَارٌ	
٤٤	the Red Sea	اَلْبَحْرُ الْأَحْمَرُ	
٤٥	the Mediterranean Sea	اَلْبَحْرُ الْمُتَوَسِّطُ	
٤٥	lakes	بُحَيْرَاتٌ	

Page	Meaning	Word	Letter
٤٦	it (fem.) expended	بَذَلَتْ	
٨٣	acquittance	بَرَاءَةٌ	
٨٤	he acquitted	بَرَّأَ	
٨٤	acquitted (noun)	بَرِيءٌ	
٧٢	its (fem.) abdomen	بَطْنُهَا	
٥٨	yet	بَعْدُ	
٥٢	he remained	بَقِيَ	
٤٥	Port Said	بُورْ سَعِيدُ	
١٠	owl	بُومَةٌ	
٥٩	between them (dual)	بَيْنَهُمَا	
٧٣	their hives	بُيُوتُهُ	
٤٥	they (fem.) come	تَأْتِي	ت
١٨	you (masc. sing.) dare	تَتَجَرَّأُ	
٣٣	it (fem.) cooperates	تَتَعَاوَنُ	
٢٦	it (fem.) talks	تَتَكَلَّمُ	
٧١	it (fem.) consists	تَتَكَوَّنُ	
٣٢	she milks	تُحْلَبُ	
٧٧	it (fem.) flies	تُحَلِّقُ	
٧٧	flying	تَحْلِيقٌ	
٧٧	they (fem.) render service	تَخْدُمُ	
٧٧	they (fem.) ruin	تُخَرِّبُ	
٧٢	it (fem.) secretes	تُخْرِجُ	
٧٧	destruction	تَخْرِيبٌ	
٧٣	it (fem.) stores	تَخْزِنُ	
٧٨	they (fem.) destroy	تُدَمِّرُ	
٧٨	destruction	تَدْمِيرٌ	
٤٥	it (fem.) links	تَرْبِطُ	
٧٦	it (fem.) goes up	تَرْتَفِعُ	
٥٢	it (masc.) left him	تَرَكَهُ	
٥٩	(the friends) raced	تَسَابَقَ	
٣٢	they (fem.) help	تُسَاعِدُ	
١٩	you (masc.) forgive me	تُسَامِحُنِي	
٢٦	it (fem.) coos	تَسْجَعُ	
٧٢	it (fem.) falls	تَسْقُطُ	
٧١	it (fem.) is known for	تَشْتَهِرُ	
٥١	you (masc.)	تُصَاحِبُ	

Page	Meaning	Word	Letter
٧٦	it (fem.) folds	تَطْوِى	
٦٦	(the members) got acquainted	تَعَارَفَ	
٨٤	may He be exalted	تَعَالَى	
٧١	cooperation	تَعَاوُنٌ	
٤٥	they (fem.) cross it (fem.)	تَعْبُرُهَا	
٣٢	she prepares	تُعِدُّ	
٧٢	it (fem.) returns	تَعُودُ	
٧١	it (fem.) lives	تَعِيشُ	
٧٨	progress	تَقَدُّمٌ	
٧٧	they (fem.) shorten	تُقَرِّبُ	
٧٢	it (fem.) spends	تَقْضِى	
١١	it (fem.) jumps	تَقْفِزُ	
٢٧	it (fem.) clucks	تَقُوقُ	
٢٥	it (fem.) has spoken	تَكَلَّمَتْ	
٧٣	it (fem.) stings	تَلْسَعُ	
٧٢	they (fem.) fertilize	تُلَقِّحُ	
٤٥	it (fem.) passes (through)	تَمُرُّ	
٢٦	it (fem.) mews	تَمُوءُ	

Page	Meaning	Word	Letter
٤٥	it (fem.) ends	تَنْتَهِى	
٣٢	she cleans	تُنَظِّفُ	
٦٥	cleaning (to clean)	تَنْظِيفٌ	
٧٧	they (fem.) carry	تَنْقُلُ	
٧٧	it (fem.) lands	تَهْبِطُ	
٧٧	they (fem.) demolish	تَهْدِمُ	
٧٢	it (fem.) performs	تُؤَدِّى	
٤٥	they (fem.) save (time and money)	تُوَفِّرُ	
٧٦	it (fem.) buzzes	تَئِزُّ	
١١	snake	ثُعْبَانٌ	ث
٣٨	it (masc.) has come	جَاءَ	ج
١٠	(birds) of prey (masc. dual, nominative)	جَارِحَانِ	
٧٣	mountains	جِبَالٌ	
١٧	hole	جُحْرٌ	
٣	worthy(masc.pl. nominative)	جَدِيرُونَ	
٥٧	she ran	جَرَتْ	
١٨	it (masc.) ran	جَرَى	
٦٥	fetching (to fetch)	جَلْبٌ	

Page	Meaning	Word	Letter
٧٧	great (fem. sing.)	جَلِيلَةٌ	
٣٣	all	جَمِيعٌ	
٤٦	effort	جُهْدٌ	
٦٦	near them	بِ(جِوَارِهِمْ)	
٧٣	need (noun)	حَاجَةٌ	ح
١٠	sharp	حَادٌّ	
٦٥	the two guards (nominative) (of the camp)	حَارِسَا (الْمُعَسْكَرِ)	
٣٩	guests(masc. pl. accusative)	حَاضِرِينَ	
٥٨	edge	حَافَةٌ	
٢٠	ropes	حِبَالٌ	
٧٣	grains	حُبُوبٌ	
٧٣	the pollen	حُبُوبُ اللِّقَاحِ	
٥١	until	حَتَّى	
٧٢	gardens	حَدَائِقُ	
٧٧	war	حَرْبٌ	
٧١	insect	حَشَرَةٌ	
٢	harvest	حَصَادٌ	
٦٥	wood (for fire)	حَطَبٌ	
٤٦	(the Egyptians) dug	حَفَرَ	
٤٦	its (fem.) digging	حَفْرُهَا	
٧٢	preserving (to preserve)	حِفْظٌ	
٣٧	party	حَفْلَةٌ	
٨٤	he judged	حَكَمَ	
٨٢	judgement	حُكْمٌ	
٨٤	thou judgest	حَكَمْتَ	
٥١	he carried	حَمَلَ	
٥٧	pool	حَوْضٌ	
٥٢	around him	حَوْلَهُ	
١٠	free(from feathers) (masc. dual, nominative)	خَالِيَانِ	خ
١٨	frightened (masc. sing.)	خَائِفٌ	
٧٧	service	خِدْمَةٌ	
٥٩	they (dual) came out	خَرَجَا	
٢٠	getting out	خُرُوجٌ	
٦٤	elocution	خَطَابَةٌ	
١٠	bat	خُفَّاشٌ	
٧٣	hives	خَلَايَا	

Page	Meaning	Word	Letter
١١	hind (legs) (fem. dual, nominative)	خَلْفِيَّتَانِ	
٧٢	hive	خَلِيَّةٌ	
٧٣	its (fem.) hive	خَلِيَّتُهَا	
٨٣	fear	خَوْفٌ	
٦٥	tents	خِيَامٌ	
٤	welfare	خَيْرٌ	
٥٢	it (masc.) went arourd	دَارَ	د
٨٣	he defended	دَافَعَ	
٣	going on (fem. sing.)	دَائِبَةٌ	
٢٧	hen	دَجَاجَةٌ	
٧٣	defence	دِفَاعٌ	
٣٨	he invited (masc.)	دَعَا	
٥٧	it (masc.) rang	دَقَّ	
٢٧	you (masc. sing.) have mentioned them	ذَكَرْتَهَا	ذ
٧١	drones	ذُكُورٌ	
٢	gold	ذَهَبٌ	
١١	(two) heads (nominative)	رَأْسَانِ	ر

Page	Meaning	Word	Letter
٧٦	you (masc. sing.) saw it (fem.)	رَأَيْتَهَا	
١٩	perhaps	رُبَّمَا	
٩	(two) legs (nominative)	رِجْلَانِ	
٧٢	their (fem.) nectar	رَحِيقُهَا	
١٩	I (might) return	(رُبَّمَا) رَدَدْتُ	
٢	income	رِزْقٌ	
١٨	terror	رُعْبٌ	
٧٢	wish	رَغْبَةٌ	
٥٧	she lifted	رَفَعَتْ	
١١	neck	رَقَبَةٌ	
٧٦	you (masc. sing.) have been in (you rode)	رَكِبْتَ	
٥٧	its ringing	رَنِينُهُ	
٦٥	superiors	رُؤَسَاءُ	
١٠	feathers	رِيشٌ	
٣٧	classmates	زُمَلَاءُ	ز
٥٩	female classmates	زَمِيلَاتٌ	
٢	flowers	زَهَرَاتٌ	
٣١	wives	زَوْجَاتٌ	

Page	Meaning	Word	Letter
٩	boat	زَوْرَقٌ	
١٩	roar (of a lion)	زَئِيرٌ	
٥١	it (masc.) walked	سَارَ	س
١١	poisonous (masc. dual, nominative)	سَامَّانِ	
٥٨	I will call him	سَأُنَادِيهِ	
٥٧	swimming	سِبَاحَةٌ	
٥٨	(two) swimmers (masc. dual, nominative)	سَبَّاحَانِ	
٥٩	race	سِبَاقٌ	
٥٩	he swam	سَبَحَ	
٥٩	he was ahead of	سَبَقَ	
٧٢	hexagonal	سُدَاسِيَّةٌ	
٣٣	pleasure	سُرُورٌ	
٣	happiness	سَعَادَةٌ	
٧٢	working hard	سَعْيٌ	
٨٤	happy (masc. dual,nominative)	سَعِيدَانِ	
٨٤	happy (masc. dual, accusative)	سَعِيدَيْنِ	
٤٥	ships	سُفُنٌ	
١٨	it (masc.) fell down	سَقَطَ	
٢	silence	سُكُونٌ	
٥١	his weapon	سِلَاحُهُ	
٧٧	safety	سَلَامٌ	
٧٧	peace	سِلْمٌ	
٧٦	you (masc. sing.) have heard it (fem.)	سَمِعْتَهَا	
١١	easiness	سُهُولَةٌ	
٨٤	Sura(h)(Chapter of Koran)	سُورَةٌ	
٤٤	Suez	السُّوَيْسُ	
٤٦	it (fem.) dominated	سَيْطَرَتْ	
٢	prevalent (masc. sing.)	شَامِلٌ	ش
١٩	nets	شِبَاكٌ	
٢	similar (masc. sing.)	شَبِيهٌ	
٥٢	courageous (masc. sing.)	شُجَاعٌ	
٧١	courage	شَجَاعَةٌ	
٥٢	his courage	شَجَاعَتُهُ	
٧٧	evil	شَرٌّ	
٣٩	they drank	شَرِبُوا	
٤٦	company	شَرِكَةٌ	

Letter	Word	Meaning	Page
	شَعْرُهُ	its (masc.) hair	١٨
	شَكَرَ	it (masc. sing.) thanked	٢٠
	شَمْعٌ	wax	٧٢
	شَمَعَاتٌ	candles	٣٩
	شُهُودٌ	witnesses	٨٣
ص	صَاحِبُهُ	his friend	٥٩
	صَالِحُونَ	qualified (masc. pl., nominative)	٨٤
	صُبْحٌ	morning	٣
	صَحَا	it (masc. sing.) woke up	١٨
	صَحْرَاءُ	desert	٦٥
	صَعِدَ	he climbed up	٥٢
	صِغَرُهُ	its (masc.) smallness	٢٠
	صِنَاعَاتٌ	industries	٧٣
	صَوْتُهُ	his voice	٥٧
	صَيَّادٌ	hunter	١٩
	صَيْدٌ	hunting	٥١
ض	ضَاقَتْ	it (fem.) narrowed	٥٩
	ضَحِكَ	it (masc.) laughed.	١٩
	ضَعِيفَانِ	weak (masc. dual, nominative)	٩
	ضِفْدَعَةٌ	frog	١١
ط	طَاعَةٌ	obedience	٦٥
	طَائِرَانِ	birds (masc. dual, nominative)	١٠
	طَبَّاخُو الْمُعَسْكَرِ	the cooks (masc. pl., nominative) (of the camp)	٦٥
	طُرُقَاتٌ	streets	٣
	طَمَعٌ	desire (noun)	٧٣
	طَوِيلَتَانِ	long (fem. dual, nominative)	١١
	طَيٌّ	folding	٧٦
	طَيْرٌ	birds	٩
	طَيَرَانٌ	flying	١٠
ظ	ظَنَّ	it (masc.) thought	١٨
ع	عَادِلٌ	fair (masc. sing.)	٨٢
	عَادِلُونَ	fair (masc. pl., nominative)	٨٢
	عَاشَ	it (masc.) lived	١٧
	عَاشِقَانِ	lovers (masc. dual, nominative)	١٢
	عَامٌ	year	٤٦

Page	Meaning	Word	Letter
٦٥	poor (broken plural)	فُقَرَاءُ	
٣٨	idea	فِكْرَةٌ	
١	(women) farmers (fem.pl.)	فَلَّاحَاتٌ	
٣١	farmers (masc. pl., genitive)	فَلَّاحِينَ	
٥٢	immediately	فَوْرًا	
٢	coming (masc. sing.)	قَادِمٌ	ق
٤	coming (fem.)	قَادِمَةٌ	
٤	coming (masc. pl.; nominative)	قَادِمُونَ	
٣	going (fem. pl.)	قَاصِدَاتٌ	
٣	going (masc. pl., nominative)	قَاصِدُونَ	
٨٢	the judge	اَلْقَاضِي	
١١	leaping (masc. dual, nominative)	قَافِزَانِ	
٣٢	she did	قَامَتْ بِ	
٨٣	law	قَانُونٌ	
٣٩	he presented	قَدَّمَ	
٥٨	old (masc. dual, nominative)	قَدِيمَانِ	
٣٧	it (masc.) is approaching	قَرُبَ	
٤٦	century	قَرْنٌ	
٧٧	villages	اَلْقُرَى	
٨٤	justice	قِسْطٌ	
٣٩	they narrated	قَصُّوا	
١٠	short (fem. dual, nominative)	قَصِيرَتَانِ	
٨٢	judges (broken plural)	قُضَاةٌ	
٦٦	they spent	قَضَوْا	
٨٣	case	قَضِيَّةٌ	
٢٥	a cat	قِطَّةٌ	
٢٥	his cat	قِطَّتُهُ	
٢٥	my cat	قِطَّتِي	
٥٨	(the two friends) jumped	قَفَزَ	
٧٨	step (jump)	قَفْزَةٌ	
١١	kangaroo	قُنْغُرٌ	
٧٢	food	قُوتٌ	
١٠	strong (masc. dual, nominative)	قَوِيَّانِ	
١٠	strong (fem. dual, nominative)	قَوِيَّتَانِ	
٦٥	grown-ups	كِبَارٌ	ك
١١	big (fem. dual, nominative)	كَبِيرَتَانِ	

Page	Meaning	Word	Letter
١٨	frightening (masc. sing.)	مُخِيفٌ	
٣٨	guests (masc. accusative)	مَدْعُوِّينَ	
٤٥	the Bitter (Lakes)	(اَلْبُحَيْرَاتُ) الْمُرَّةُ	
٢	fields (broken plural)	مَزَارِعُ	
٣	crowded (fem.)	مُزْدَحِمَةٌ	
٢٠	advantage	مَزِيَّةٌ	
٦٥	helping	مُسَاعَدَةٌ	
٥٩	distance	مَسَافَةٌ	
٧٧	distances	مَسَافَاتٌ	
٧٧	passengers (masc. pl., accusative)	مُسَافِرِينَ	
٢	dwellings (broken plural)	مَسَاكِنُ	
٧٣	peace-loving (fem.)	مُسَالِمَةٌ	
٢٠	quick (masc. sing.)	مُسْرِعٌ	
٥٧	quick (fem. sing.)	مُسْرِعَةٌ	
٥٨	quick (masc. dual, accusative)	مُسْرِعَيْنِ	
٢	happy (fem. pl.)	مَسْرُورَاتٌ	
٣٩	amusing (fem.)	مُسَلِّيَةٌ	
٦٥	supervisor	مُشْرِفٌ	
٤٤	Egypt	مِصْرُ	
٤٦	Egyptians (masc. pl., nominative)	مِصْرِيُّونَ	
٤٦	Egyptians (masc. pl., genitive)	مِصْرِيِّينَ	
٥٩	applauding (fem. pl.)	مُصَفِّقَاتٌ	
٥٩	applauding (masc. pl., accusative)	مُصَفِّقِينَ	
٤٦	its (fem.) awn benefit	مَصْلَحَتُهَا	
٥٩	double (masc. sing.)	مُضَاعَفٌ	
٨٣	(is) put to (fem.)	مَعْرُوضَةٌ عَلَى	
٦٥	camp	مُعَسْكَرٌ	
٦٦	two camps (genitive)	مُعَسْكَرَيْنِ	
٣٣	with them (dual)	مَعَهُمَا	
١٩	power	مَقْدِرَةٌ	
٨٤	just (masc. pl. accusative)	مُقْسِطِينَ	
٣	offices (broken plural)	مَكَاتِبُ	
٥٢	his place	مَكَانُهُ	
٨٣	file	مَلَفٌّ	
١٨	king	مَلِكٌ	
٧١	queen	مَلِكَةٌ	

Letter	Word	Meaning	Page
	هَلَّلَ	he rejoiced	٨٤
	هَيَاجٌ	rage	١٨
	وَاجِبُهَا	its (fem.) duty	٧٢
	وَاضِحٌ	clear(masc. sing.)	٥٧
	وَافَقَ	he agreed	٣٨
	وُحُوشٌ	beasts (broken plural)	١٨
	وَقْتٌ	time	٤٥
	وَقَعَ	it (masc.) fell	١٩
ى	يَبْحَثُ	it (masc.) looks for	١٧
	يَبْنِي	(the bees) build	٧٣
	يَتَعَاوَنُ	(all of them) cooperate	٣٣
	يَحْكُمُ	he judges	٨٢
	يُدَافِعُ	he defends	٨٣
	يُرَبِّي	(people) breed	٧٣
	يَرْعَى	he looks after	٣٣
	يَزْأَرُ	(the lion) roars	١٩
	يُسَاعِدُ	he helps	١٩
	يَسْتَرِيحَانِ	they (dual) rest	٥١
	(لَمْ) يَسْتَطِعْ	it (masc.) could (not)	١٩
	يَسْتَعِدُّ	he gets ready	٣٢
	يَسْقِي	he waters	٣٣
	يَسْمُرُونَ	they have fun	٦٦
	يُشَقْشِقُ	it (masc.) chirps	٢٦
	يَشَمُّهُ	it (masc.) sniffs at him	٥٢
	يَصْفِرُ	it(masc.) whistles	٢٦
	يَصْهَلُ	it (masc.) neighs	٢٦
	يَصِيحُ	it (masc.) crows	٢٧
	يَعْدِلُ	he judges fairly	٨٢
	يَعْمَلُ	(the farmers) work	٣١
	يَعْوِي	it (masc.) howls	٢٦
	يَقْتَرِبُ	he gets near	٧٣
	يَقْرِضُ	it (masc.) gnaws	٢٠
	يَقْرِضُهَا	it (masc.) gnaws at it (fem.)	١٨
	يُلَقِّحُ	(the bees) pollinate	٧٣
	يَنْبَحُ	it (masc.) barks	٢٦
	يَنْعَقُ	it (masc.) jars	٢٧
	يَنْهَقُ	it (masc.) brays	٢٦
	يُولْيُو	July	٤٦

Page	Meaning	Word	Letter
٧٧	inhabited (fem.)	عَامِرَةٌ	
٣	hardworking people (masc. pl., nominative)	عَامِلُونَ	
٨٢	fairness, justice	عَدْلٌ	
٢٧	you (masc. sing.) have known	عَرَفْتَ	
٢٠	I have known	عَرَفْتُ	
١٧	den (of a lion)	عَرِينٌ	
١٧	its (masc.) den	عَرِينُهُ	
٦٥	(the troop) encamped	عَسْكَرَ(الْفَرِيقُ)	
٧٢	honey	عَسَلٌ	
٥٨	two members (nominative)	عُضْوَانِ	
٦٥	two members (accusative)	عُضْوَيْنِ	
٧٧	great (fem.)	عَظِيمَةٌ	
١٩	forgiveness	عَفْوٌ	
١٩	I have forgiven	عَفَوْتُ	
٩	you (masc. sing.) have learnt	عَلِمْتَ	
٦٥	Aly	عَلِيٌّ	
٢	fresh(masc. sing.)	عَلِيلٌ	
٥٢	on to them (dual)	عَلَيْهِمَا	
٣٢	his (masc.) work	عَمَلُهُ	
١٩	(I have forgiven) you	(عَفَوْتُ)عَنْكَ	
١١	(two eyes) (nominative)	عَيْنَانِ	
٧٢	cells	عُيُونٌ	
٨٤	they both left	غَادَرَا	غ
١٧	its (masc.) food	غِذَاؤُهُ	
٣٨	room	غُرْفَةٌ	
٧٨	invasion	غَزْوٌ	
٢	branches	غُصُونٌ	
١١	mouse	فَأْرٌ	ف
٥٢	suddenly	فَجْأَةً	
٦٦	(the troops) finished	فَرَغَ	
٦٤	teams	فِرَقٌ	
٧٨	space	فَضَاءٌ	
٣٩	cakes	فَطَائِرُ	
٣٢	breakfast	فُطُورٌ	
٤٦	it (fem.) lost	فَقَدَتْ	

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	كَتِفُهُ	his shoulder	٥١
	كَذَّاب	liar (masc. sing.)	٥١
	كَشَّافَة	boyscouts	٦٤
ل	لِبْدَتُهُ	its (masc.) mane	١٨
	لَعِبُوا	they played	٣٩
	لِقَاح	fertilization	٧٣
	(و) لَكِنَّهُ	but it (masc.)	١٠
	(و) لَكِنَّهَا	but it (fem.)	٧٣
	لَهَا	to it (fem.)	٣٧
	لُؤْلُؤ	pearls	٢
م	مَاءَتْ	it (fem.) mewed	٢٧
	مَاشِيَة	cattle	٣٣
	مَال	money	٤٥
	مَاهِرَان	skilful (masc. dual, nominative)	٥٨
	مَائِيَّان	water (birds) (masc. dual, nominative)	١٠
	مَبَادِئ	principles	٦٥
	مُبَكِّر	early(masc. sing.)	٢
	مُتَأَهِّبَيْن	ready (masc. dual, accusative)	٥٨

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	مُتَشَابِهَان	similar (masc. dual, nominative)	١١
	مُتَشَابِهَتَان	similar (fem. dual, nominative)	١٠
	مُتَظَاهِر	pretending (masc. sing.)	٥٢
	مُتَعَاوِنَة	cooperating(fem.)	٣١
	مُتَّفِقَان	similar (agree with each other) (masc. dual, nominative)	١٢
	مُتَقَدِّم	advancing (masc. sing.)	٥٩
	مُتَكَلِّم	speaker (masc. sing.)	٥٧
	مُتَمَاثِلَان	similar (masc. dual)	١٠
	مُتَمَايِلَة	swaying (fem.)	٢
	مُتَّهَم	accused (masc. sing.)	٨٣
	مُتَّهَمَيْن	accused (masc. dual, genitive)	٨٣
	مُجَاوِرَة	near (fem.)	٢
	مِجْدَافَان	(two) oars (nominative)	٩
	مُجِدُّون	hard-working (masc. pl., nominative)	٤
	اَلْمُحَامِي	the lawyer	٨٣
	مُحْتَاجِين	needy (masc. pl., accusative)	٦٥
	مَحْكَمَة	law court	٨٤
	مَخَالِب	claws (broken plural)	١٠

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	مُمْتِعَةٌ	pleasant (fem.)	٦٦
	مُنْتَظِمَةٌ	regular (fem.)	٧٢
	مِنْقَارٌ	beak	١٠
	مِنْهُمَا	of them (dual)	٥١
	مِنْهُمْ	of them (pl.)	٣٢
	مَوْتٌ	death	٥٢
	مَوْسِمٌ	season	٢
	مُوَظَّفَاتٌ	women employees (fem. pl.)	٣
	مُوَظَّفُونَ	employees (masc. pl., nominative)	٣
	مَوْقِفٌ	situation	١٨
	مَيْتَةٌ	dead animal	٥٢
	مِيلَادٌ	birth	٣٧
	مِيلَادِي	my birth	٣٧
	مِينَاءٌ	port	٤٤
ن	اَلنَّادِي	club	٥٧
	نَارٌ	fire	٦٦
	نَافِعَةٌ	useful (fem.)	٧٣
	نَائِمُونَ	sleepers (masc. pl., nominative)	٣١
	نَحْتَقِرُ	we despise	٢٠
	نَحْلَةٌ	bee	٧١
	اَلنَّدَى	dew	٢
	نَسِيمٌ	breeze	٢
	نَشَاطٌ	activity	٧٢
	نَشِيطُونَ	energetic (masc. pl., nominative)	١
	نَصَحَنِي	it (masc.) advised me	٥٣
	نِعْمَةٌ	blessing	٤٥
	نَفْسُهَا	itself (fem. sing.)	٧٣
	نَفَضَ	it (masc. sing.) shook	١٨
	نَقْلٌ	carrying (to carry)	٦٦
	نِهَايَةٌ	end	٥٩
	نَوَادِرُ	anecdotes (broken plural)	٣٩
	نَوْمُهُ	his sleep	٥٧
ه	هَائِجٌ	raging (masc. sing.)	١٨
	هَبَّ	(the farmers) woke up	١
	هَبَّتْ	(the women farmers) woke up	١
	هَدَايَا	presents, gifts (broken plural)	٤٠
	هَدْمٌ	demolishing	٧٧
	هَدِيَّتَيْنِ	two presents (fem. dual, accusative)	٤٠
	هَرَبٌ	escape	١٩